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ABSTRACT

Intended to provide a comprehensive conceptual framework to serve as a scaffold for past, present, and future research on "scholastic journalism" (journalism in the secondary school), a topical content analysis of the Association for Education in Journalism and Mass Communication (AEJMC) Secondary Education Division research, teaching, and issues sessions for the years 1977 to 1989 was undertaken. Papers or teaching sessions were placed into one or more of 13 categories, including censorship and legal and ethical issues, electronic media/technology, established media, financial concerns, publication production, and visual content. A list of 182 primary and secondary subject headings was developed, based on indexing practices in a number of existing electronic databases, to serve as key words for a newsletter indexing program. The categories derived from the AEJMC program topical content analysis were compared to the 37 masters theses and doctoral dissertations in the "high school media" category of "Journalism Abstracts" for the same period. Results indicated that legal and ethical issues were the primary conceptual area for scholastic journalism researchers. Results also indicated that history and cultural diversity were two conceptual areas that were slighted by researchers. (Thirty-nine footnotes, five tables and four figures of data, and a figure representing a conceptual model of scholastic journalism are included; 116 references, a list of dissertations and theses, the newsletter indexing key word list, and a list of studies concerned with secondary school journalism are attached.) (RS)

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Mapping the Territory: A Conceptual Model of Scholastic Journalism

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THE PROBLEM:

At the 1989 Association for Education in Journalism and Mass Communication (AEJMC) national convention in Washington, D.C., several research papers were presented on scholastic journalism. During discussion of some of those papers, a problem with research in scholastic journalism surfaced. Presenters new to the field were unaware that their topics had been researched in the past. When asked why the papers did not include historical context, the presenters pointed out that historical research in scholastic journalism is difficult, if not impossible. There is no repository of knowledge from which to draw. Valuable publications are not indexed. In those that are indexed, standard key words are not used making them difficult to access--unless the researcher already knows where to look.

In an attempt to begin to correct this situation, a research project--of which this paper is a byproduct--was conceived. A grant proposal was sent to Quill and Scroll Society for preliminary funding and requests for purchase awards were made to The AEJMC Secondary Education Division and the Journalism Education Association (JEA) Scholastic Press Associations Liaison. All three funding requests were approved.

The primary product of this research project will be an annotated guide to sources of information about scholastic journalism. Publication is set for summer of 1990. The publication will be similar to Carolyn Dyer's *Iowa Guide*, a directory of communication journals, or Indiana University's *Mass Media Magazines: An Annotated Bibliography*. National in scope, it will include sources of information on scholastic journalism and procedures to use in accessing material in magazines, newspapers, journals, books, scholarly papers, newsletters and other publications. Available resources, including

indexes, abstracts and library card catalog and data base systems will be delineated.

The annotated guide will include key words to use when searching for information. For example, scholastic journalism is sometimes called "high school journalism" or "study and teaching of journalism" or a myriad of category names. By alerting researchers of the key words necessary to use in publications, abstracts and indexes, the guide will help researchers save time and obtain more information.

Procedures for gaining access to sources that are not indexed or easily found will also be included. The guide will provide a model for indexing and encourage state and national press associations to index their newsletters and other publications. In the course of our research, information will also be collected on materials that are on file in state and national press associations headquarters that may be of historical or scholarly interest. This information will be included in the guide.

The intended audiences for the guide are: AEJMC Secondary Education Division members; directors of state, regional and national scholastic press associations; university faculty members in journalism schools and colleges of education who do research on scholastic journalism; undergraduate and graduate students in journalism or communication studies programs and those in colleges of education who want to research scholastic journalism; and high school journalism teachers who are working toward certification in journalism.

RESEARCH QUESTION/HYPOTHESIS:

Scholastic Journalism is journalism in the secondary school. This umbrella term includes high school, junior high and middle school classes in journalism in addition to newspaper, yearbook and literary magazine production

programs. While print journalism programs predominate, a few scholastic programs do have a broadcast component.

One of the difficulties to consider when conceptualizing scholastic journalism is the dual nature of the field. On the one hand, it is "scholastic" or education-based; on the other it is also journalism, a complex, complicated field in itself. Those who work in scholastic journalism field come from --and must have a working knowledge of--both disciplines.

Much writing has been done about the theory and practice in the fields of both journalism (and mass communication) and secondary education. The purpose here is not to advance a new conceptualization of either field. Of concern here is the intersection of those two fields that creates a third. This field, scholastic journalism, has some of the properties of both journalism and secondary education and a unique set of its own.

As earlier indicated, this paper is a byproduct of the research guide project. In attempting to create a research guide and indexing program, the researchers discovered that a comprehensive conceptual framework had not been developed. Such a framework serves as a scaffold or structural support for past, present and future research. Researchers position themselves and their work with regard to that scaffold--for both conceptual and theoretical issues.

The researchers decided that creating the framework structure was a critical, essential first step for creating the indexing program. Following this conceptual framework, when creating the indexing program, would allow for future expansion of the index without making major shifts in index structure.

The search began with an examination of available sources of scholastic journalism research. One source, *Captive Voices*, proved to be a useful

starting point. *Captive Voices*[1] begins to address many of the concepts that will be included in the framework. However, because its stated purpose was to inquire into four principal areas (censorship, minority population, journalism and journalism education and the established media), the framework is incomplete and information is concentrated in these four specific areas. The researchers hypothesize that the commission agenda became a *de facto* conceptualization of scholastic journalism, one that incorporated both the commission report's strengths and weaknesses.

Captive Voices primary contribution to this current paper is a list of categories. The categories were used as units of analysis for a content analysis of the AEJMC Secondary Education Division convention programs. The same categories were also the basis for the index topic analysis done on the *Iowa High School Press Association (IHSPA) Newsletter* and the scholastic journalism entries in *Journalism Abstracts* covering the same period.

Our intent is to go beyond the *Captive Voices* agenda and provide a broader framework that can be used to incorporate all aspects of scholastic journalism. This framework can provide reference points for future research and scholarly writing.

RESEARCH METHODS

To examine the research agenda since the publication of *Captive Voices*, a topical content analysis of AEJMC Secondary Education Division research, teaching and issues sessions at AEJMC annual conferences was undertaken. Since programs for the 1977-1989 conventions were readily available, these were the programs analyzed. Teaching sessions and research papers were grouped under

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[1]Jack Nelson, *Captive Voices: The Report of the Commission of Inquiry into High School Journalism* (New York: Schocken Books, 1974).

the *Captive Voices* categories--when possible--and additional categories were created when *Captive Voices* categories did not apply. Each session or paper was assigned to the appropriate categories. If a session fit in more than one category, it was assigned to more than one category.

The *Captive Voices* categories were defined as including the following:

1. *Censorship and Legal and Ethical Issues:* Censorship, freedom of expression, ethical controversy, credibility, plagiarism, responsibility, etc.
2. *Electronic Media/Technology:* Broadcast journalism, computers, desktop publishing, word processing, video yearbooks, etc.
3. *Established Media:* Relations with the school media, Newspapers in Education, school pages (also called page in the local papers), special school editions, professional media standards, etc.
4. *Journalism as Career Education:* Training students for jobs in journalism on newspapers, magazines, public relations, etc.
5. *Minority Participation:* Involvement in publications, recruiting minority students for publications staffs, minority student and teacher workshops, etc.
6. *Role of Journalism in the School:* Working with the local school community (including the school board, administrators, parents and advisory boards, other teachers and students, elementary schools and junior highs) and curriculum and instruction (including academic credit, grading, tests, textbooks and other instructional materials; place in the English curriculum, etc.).
7. *Scholastic Journalism Organizations:* Their history; national, regional and state organizations; headquarters and office personnel; officers and membership; publications and other services; conferences

and conventions; meetings and seminars; summer workshops; contests and awards, etc.

When a paper or teaching session did not fit under one of the *Captive Voices* categories, it was set aside. Those papers and sessions that were set aside were then grouped by the researchers under the following new categories:

1. *Financial Concerns:* Financing costs of publication production (selling ads, fundraising, grant proposals), staff trips, equipment and supplies, adviser salary and stipends, etc.
2. *High School and University Interaction:* Includes research, teaching and university-based services, admissions policies, student and teacher scholarships, etc.
3. *Publication Production:* All aspects of producing yearbooks, newspapers, literary magazines and working with those outside the school who assist in producing the publications.
4. *Staff Organization and Management:* Handbooks, job descriptions, staff selection, group dynamics, recruiting, etc.
5. *Visual Content:* Graphics, illustrations, editorial cartoons, typography, publication design and photography, etc.
6. *Verbal Content:* Writing, reporting, interviewing, conducting surveys, story ideas, headlines, cutlines and anything else that has to do with the words in a publication.

A list of all of the teaching, research and issues sessions, the presenters and the categories assigned to each for the years examined is found in Appendix A of this paper.

A second phase of this project was to compare the categories derived from the AEJMC program topical content analysis with the 37 masters theses and doctoral dissertation in the "High School Media" category of *Journalism*

Abstracts for the same time period. (Before 1982 the category was called "Education for Journalism.")

Journalism Abstracts is a yearly compilation of graduate research theses. Abstracts of creative projects done to complete graduate degree requirements are not included. The abstracts, written by the student authors, are indexed by institution, author and subject. The key words used for the subject index are taken from the abstracts and assigned by the editor. Beginning in 1987, a listing of mass communication dissertations from institutions that do not send abstracts to *Journalism Abstracts* is included after the indexes.

A list of all of the masters theses and doctoral dissertations and their authors for the years examined is found in Appendix B of this paper.

The *Iowa High School Press Association Newsletter* index was also analyzed. Four to eight issues of the publication, which dates back to the beginning of the 1967-68 academic year, were produced each year. Prior to the beginning of this research project, the newsletter had not been indexed. Since the development an indexing program for such newsletters is one facet of this research project, the IHSPA *Newsletter* served as a beta test for the publications indexing program. After the publication was indexed, a topical content analysis of the index from 1977 to the present was completed. These are the same years for which the AEJMC programs were analyzed.

The indexing program was developed by using the access mode called "key word" to search the computerized card catalog of books (Oasis) at the University of Iowa Main Library. Oasis can be searched by subject, title, author or key word. Key word allows for searches of single words or words joined by "and, " "or" and "not." The key word search provided a short list of Library of Congress descriptors (subject headings). These subject headings

were then fed into another computerized index, Infotrac. This general periodicals index uses the Library of Congress descriptors supplemented by ones created by Infotrac personnel for new and topical subjects not yet on the Library of Congress list. Infotrac provided additional key words or subject headings for our scholastic journalism index.

The next computer index searched was ERIC, *The Educational Resources Information Center Current Index to Journals in Education (CIJE)* and *Resources in Education (RIE)*. ERIC uses its own subject heads and *The Thesaurus of ERIC Descriptors* provided additional subject headings.

We also looked at *The Education Index*, a guide to educational periodicals, proceedings and yearbooks, for additional subject headings. Other guides examined include: *The Readers' Guide to Periodical Literature, Communication Abstracts and Topicator*. A list of 182 primary and secondary subject headings evolved. These became the key words for our newsletter indexing program.

For the topical analysis of the *IHSPA Newsletter* index, the key words developed in the indexing program were grouped under the *Captive Voices* categories and the categories added as a result of the AEJMC convention program topical analysis. A breakdown of the articles indexed by categories assigned to each is found in Appendix C of this paper

LITERATURE REVIEW

CAPTIVE VOICES

Captive Voices is the title given to the report of the Commission of Inquiry into High School Journalism convened by the Robert F. Kennedy Memorial. The report was prepared by Jack Nelson, Washington Bureau Chief for the Los Angeles Times and former Pulitzer prize winning reporter. It was

chaired by Franklin Patterson, then chairman of the Board of Trustees of Hampshire College and University of Massachusetts professor who had also been the staff director of the Carnegie Commission on Educational Television.

Commission members included high school students, high school teachers, professional journalists, teachers of teachers, lawyers, educational administrators and community organizers. Work began in 1973 when the commission agreed to specify four principal areas of inquiry: censorship, minority participation, journalism and journalism education and established media. The journalism and journalism education area was broken down into:

1. Journalism teachers and advisers
2. Electronic media
3. Alternative journalism education
4. Journalism as career education
5. Scholastic journalism organizations

Five basic data gathering techniques were selected: public hearings, consultations, surveys, content analysis and research. Through the public hearings the commission heard over 130 witnesses (75 students, 24 teachers, 10 administrators, nine professional journalists, two attorneys, one college professor, one college journalist, five community organizers and three representatives of scholastic journalism organizations.)

The twelve consultations included meetings with minority groups, summer journalism workshop participants, professional journalists, outstanding high school publications advisers and media and technology experts.

The four surveys were directed at specific populations. For the student survey 1,789 questionnaires were returned from 48 secondary schools that were reasonably representative. Two random sample surveys of journalism teachers and publication advisers were sent out. The fourth survey was a random sample

survey of one-third of all of the managing editors of daily newspapers in the United States.

The content analysis was of high school student newspapers. Relevant research included a review of masters' and doctoral theses and other published papers and an intensive study of judicial decisions and opinions and of relevant law.

The findings--in almost all cases--painted a bleak picture of scholastic journalism. Censorship was rampant. Minority students were underrepresented on the publications staffs. Minority issues were not covered in the publications. School journalism programs did not encourage free expression or community-based journalism. Little or no electronic technology was available or used. Members of the professional media were unaware of the basic issues facing high school journalists and did little or nothing to challenge or encourage high school journalism.

Over half of the students polled thought their high school publications weren't interesting or relevant to their concerns. Many thought the publications were controlled by a clique and that students had little input in determining content. Advisers also felt that the publications represented only the views of the student staffs and that, as advisers, they were inadequately prepared to deal with the issues facing publications.

Content analysis revealed that student newspapers were overloaded with sports news and news of school and social activities. Off-campus issues and controversy were virtually ignored.

This report was a major milestone in scholastic journalism. It was an extensive look at certain facets of high school journalism. Much insight into scholastic journalism was gained and many changes came about as a result of this commission and its publication.

A RESEARCH AGENDA FOR JOURNALISM IN THE SECONDARY SCHOOL

Tom Eveslage, in a paper entitled "A Research Agenda for Journalism in the Secondary Schools" presented to the Secondary Education Division of the Association for Education in Journalism Convention in Boston in 1980, also used *Captive Voices* as a starting point for his research. He said *Captive Voices* provided a point of departure or impetus for further research.

Eveslage's goal was to set a research agenda of issues, concerns and problems from both pragmatic and theoretical perspectives. His methodology included analysis of seven scholastic journalism publications[2] from 1974-79 and responses to a one-page questionnaire sent in February of 1980 to 72 members of the AEJ Secondary Education Division.

In presenting his findings he subdivided the research topics into four categories. They are:

1. Student publications and the journalism class: concerns dealing with the production of a high school newspaper or yearbook or the composition of a journalism or mass media class.
2. The publications adviser and journalism teacher: concerns of the adviser and teacher in carrying out responsibilities related to those jobs.
3. Adviser and teacher training: concerns related to the preparation of publication advisers and journalism or mass media teachers.
4. Legal and ethical issues: concerns advisers, teachers, students and publication staffs have in dealing with legal and ethical issues.

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[2]*Quill & Scroll, Scholastic Editor, Photolith, School Press Review, Communication: Journalism Education Today, The CSPAA Bulletin* and *College Press Review*. The last journal was studied for problems identified or researched at the college level that might be examined within the high school context.

Eveslage found that most of the articles in the journals studied were concerned with the first category, student publications and the journalism class. He added that while some research was being done on the role and beliefs of high school journalism advisers and teachers, most journalism researchers found greater need for research elsewhere. Eveslage also found that adviser and teacher training were serious concerns, but that little attention has been given to the area of certification requirements. A similar concern was voiced for legal and ethical issues. Research ignored the impact of the law and the consequences of the few prescribed legal and ethical problems.

Eveslage concluded his study with a "call to arms" and issued a challenge to those who do research in scholastic journalism to do qualitative analyses of high school journalism, to pay attention to the adviser turnover problem, and to be concerned about better preparation of teachers and advisers.

Eveslage's categories themselves were not new. All four fall within the categories already set up by the *Captive Voices* study. Eveslage's first three categories are part of the "journalism and journalism education" category except that he deliniates student publications as a subcategory rather than assuming it under the "journalism education" umbrella. Another contribution is his conceptualization of "legal and ethical issues," a broader and more useful term that *Captive Voices'* "censorship." These contributions, while helpful, were minor in comparison to the study's major dividend. By challenging scholastic journalism researchers, Eveslage's research agenda set the tone for the decade to follow[3].

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[3]Tom Eveslage, "A Research Agenda for Journalism in the Secondary Schools (Paper presented at AEJ convention in Boston, Massachusetts, 1980.)

HIGH SCHOOL JOURNALISM CONFRONTS A CRITICAL DEADLINE

High School Journalism Confronts a Critical Deadline[4] is the report of the second national study of high school journalism programs. This 1987 Journalism Education Association Commission on the Role of Journalism in Secondary Education addressed one of the subcategories broken out of "Journalism and Journalism Education," one of the four major areas of inquiry set by *Captive Voices*.

The impetus for this commission was the Commission on Excellence in Education report *A Nation at Risk* published in 1983.[5] This report charged that the dearth of excellence in American public schools threatens the survival of the nation. That same year the JEA requested a study be made of the problems and strengths of scholastic journalism. The central concern was to determine the value to students of classes in journalism and school publications. The report makes the argument to school administrators, university admissions and teacher training personnel that academic-based journalism programs offer the following benefits. High school journalism:

1. Emphasizes both the basic skills and the refinement of the writing process.
2. Develops and uses critical thinking skills so vital to the educational process.
3. Fosters cross-disciplinary strengths by providing experiences in periodical research, in interviewing and in diverse kinds of writing about an unlimited range of subjects.

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[4]*High School Journalism Confronts Critical Deadline: A Report by the Journalism Education Association on the Role of Journalism in Secondary Education,* (Manhattan, KS: Journalism Education Association, 1987)

[5]For more information on how this report may affect the teaching of mass media courses in high school see J. Robert Craig, "J-Educators Must Deal with "A Nation at Risk," *Journalism Educator* 40 (Summer 1985):42-44.

4. Provides writing opportunities for the "real world" through publications distributed to responsive audiences.
5. Emphasizes the responsibilities and the consequences of freedom of expression.
6. Offers opportunities for leadership, both as editors on publication staffs and as peer leaders in the school community.
7. Provides laboratory experiences that motivate and refine communication skills through writing, photography and graphics.
8. Stimulates career explorations in communications and related areas through realistic and self-initiated experiences.
9. Encourages students and teachers to pursue enrichment experiences through workshops, seminars and conferences.

The JEA Commission worked with the American College Testing Program (ACT) to collect evidence on how college students who had had publication experience and/or completed a journalism course in high school performed both in high school and in college. These students' performance was then compared to college students who had taken no high school journalism courses or had any publication experience. In short, the data indicate that students with journalism experience were better prepared for and had higher grades during their freshman year in college. These students were also better writers and said that journalism courses fulfilled the general language arts competency requirements better than either standard English courses or electives.

Based on this information, the commission recommended the following:

1. That academic-based journalism courses be promoted and supported as an essential component of a complete high school curriculum.

2. That challenging academic-based journalism courses carry credit toward graduation equivalent to that given any language arts writing course.
3. That colleges accept credit granted in academic-based high school journalism courses at the same level as would be given other advanced writing courses.[6]
4. That minimum standards be established for the curriculum of academic-based journalism courses.

Data from the *Critical Deadline* report substantiate our own argument that scholastic journalism is an important conceptual area of journalism. And, as did *Captive Voices*, the report charted a course for scholastic journalism researchers to follow.

The researchers' critique of this report is the same as that for *Captive Voices*. They have no quarrel with the Commission, the research, the findings or the recommendations. The researchers' hope is that while other researchers and practitioners set about the task of implementing the much-needed recommendations, they keep in mind that this report confronts only one portion of the total conceptual framework of scholastic journalism. The fear is that synecdoche--substituting part for whole--will limit the vision and direction of scholastic journalism research.

THE NEWS ABOUT HIGH SCHOOL JOURNALISM

The News about High School Journalism: Focused Access to Selected Topics (FAST) is an annotated bibliography containing 33 items from the ERIC data base on "high school journalism topics of interest to student writers and

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[6]For more information see: Ferrell Ervin, "It Was a Dark and Gloomy Night: Assessing Journalism Coursework in University Admission Procedures" (Paper presented at AEJMC convention in Washington D.C., 1989)

editors, journalism instructors, publications advisers and school administrators."[7]

The first section contains overviews. Other sections address how journalism benefits students, legal issues in high school journalism, technical assistance for instructors and advisers and the form/content of school publications. This bibliography is typical of the sort prepared for high school practitioners. All articles have been written in the past seven years and the bibliography lacks any sort of historical context. One paper in the bibliography does place its subject (current journalism textbooks) into an historical and theoretical context.[8]

Such a bibliography would be useful to someone who wants a relatively quick overview of "what's new" in high school journalism. However, for the purposes of scholarly research, its utility is limited. The grouping of articles does, however, reflect the *Captive Voices* agenda somewhat in that legal issues are separated from other conceptual matters.

SCHOLASTIC JOURNALISM: A QUICK TOUR

Scholastic journalism programs are a two-way bridge between high schools and the university. High school students and their teachers come to campus for special journalism programs; university-based scholastic journalism specialists also go out to the high schools to lend assistance. Working as partners with the teachers in the high schools, scholastic journalism

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[7]Margaret Haining Cowles, *The News about High School Journalism: Focused Access to Selected Topics (FAST) Bibliography No. 4*, (Bloomington, IN: ERIC Clearinghouse on Reading and Communication Skills, 1988).

[8]Barbara Hines and Anne Nanamaker, "High School Journalism Textbooks, 1980-1985" (Paper presented at AEJMC convention in Memphis, Tennessee, 1985).

specialists help students gain knowledge about journalism as a profession and as an academic discipline.[9]

These programs also provide a conduit for teacher training and continuing education. Outreach and on-campus programs facilitate teacher training and learning. As such, scholastic journalism is closely tied to the teacher training programs in the secondary education in colleges of education.

Standards established by the state departments of education for teaching journalism in high school often require a certain number of of journalism hours in specific content areas.[10] Both academic year courses and summer journalism workshops serve high school teachers seeking journalism certification as well as those certified teachers who want to gain new skills and knowledge. Academic year and summer journalism teacher training programs may be offered jointly by schools of journalism and colleges of education or by one of these units independently.

Journalism is the content base. Scholastic journalism's ties to the schools of journalism and mass communication are ones to a rapidly expanding body of knowledge. These ties give access to and alert scholastic journalists to the rapidly occurring changes in this information age.

The mission of scholastic journalism is teaching secondary school students to gather, process and present information to an audience. To achieve this, university-based scholastic journalism programs must prepare both teachers and advisers to work with students and offer a variety of other instruction and support for high school students as well.

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[9]For more information see: Sharon Hartin Iorio, "A Needs Assessment of High School Journalism Teacher-Advisers Concerning Types of University Programs Most Beneficial to Scholastic Journalism Education" (Paper presented at AEJMC convention in San Antonio, Texas, 1987).

[10]For information on state certification standards see: Marilyn Weaver, "Certification: A National Survey," *C:JET* 22 (Summer 1989):12.

Support for scholastic journalism includes providing both information in a readily useable form and opportunities for exchanging that information. These objectives are met through doing research, editing newsletters and magazines, providing research grants and scholarships, producing and disseminating instructional materials and speaking at and holding conferences and workshops. Recognizing student and teacher achievement is another service provided by scholastic journalism organizations. Contests, scholarships and awards provide this service.

Research in scholastic journalism can focus narrowly on the publications or programs themselves, the students producing them, or on the teachers who work with the students. The research may alternatively focus broadly on the historical and cultural aspects of scholastic journalism on a community, state, national or international scale. Areas of interest include verbal and visual content, production and communication technology, financial concerns, policy issues and legal and ethical issues.

Research in scholastic journalism has two primary concerns. Much of the research has a very pragmatic orientation. This "how to" research is aimed at improving the quality of instruction, the publication or production, and the knowledge gained in the process. Some research is theoretical as well. Day-to-day practice is replaced by broader concerns that attempt to explain the differences between scholastic journalism in the world "that is" and the world "that ought to be."

THE PEOPLE

Practitioners in this field include both college and university personnel and high school teachers. Academic degrees held by practitioners may come from colleges of education or from schools of journalism.

University-based practitioners have their bases of operation divided as well. Some scholastic journalism programs are housed in journalism, others in education, and a few have faculty members carrying joint appointments who sit on the faculties of both.

University-based scholastic programs are usually involved in teacher training programs. University-based scholastic journalism specialists teach "methods" courses, supervise student teachers and direct continuing education opportunities of teachers who are currently in the field. Continuing education opportunities include seminars and workshops offered during the summer, in the evening, or on weekends to accommodate teacher schedules.[11]

Scholastic press associations are housed in the university setting as well.[12] Because many university-based scholastic journalism specialists direct high school press associations, hold conferences, direct workshops,[13] produce newsletters and magazines, conduct and judge contests,[14] and act as speakers and consultants, time constraints are obvious.[15] In addition, those same scholastic journalism practitioners may also be required (or elect) to do research in the field and strive to publish that research as a criteria for professional advancement.

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[11]The results of Mary K. Sparks' survey of journalism school administrators on course offerings, admissions standards, master's degrees and continuing education programs are summarized in "Survey Details Commission's Concerns," *C:JET* 22 (Summer 1989): 10-11.

[12]For more about scholastic press associations see: Barbara Hines, "The Emergence and Changing Role of Scholastic Press Associations" (Paper presented to AEJMC convention in Gainesville, Florida, 1984).

[13]For more information see: Bruce Plopper, "The Usefulness of University-Sponsored Workshops as Aids for High School Journalism Advisers in a Rural State: A Descriptive Analysis, (Paper presented at AEJMC convention in Portland, Oregon, 1988).

[14]For more information on contests see: Eddie Blick, "A Study of High School Newspapers' Ratings in a National Contest/Critique with Regard to Membership in Publications Organizations," (Paper presented at AEJMC convention in San Antonio, Texas, 1987).

[15]The Spring 1989 issue of *C:JET* is devoted to scholastic press associations. It contains articles on unity and diversity in press associations, responsibilities and concerns, local support for scholastic journalism, computer networking, serving as a resource for teachers and students and long term goals.

High school practitioners are classroom teachers who may also advise one or more student-produced publications.[16] A few are administrators who hold school public relations or other administrative posts. In a few instances, often in small or private schools, the principal or superintendent of the school district may advise the publications.

Many high school journalism teachers have degrees in English with a second major in journalism or a minor in journalism. Degrees and teaching assignments in business and social studies are held by some high school journalism teachers and advisers. One sad commentary on the field is that many high school practitioners have little or no training in journalism. Most are, however, certified teachers.[17]

Training for teachers includes educational theory and pedagogy in addition to journalism theory and practice. Scholastic journalism instruction for potential teachers is different from instruction for most secondary school classroom teachers. In some respects, it is similar to that of an athletic coach. Like their counterparts who teach English or math, secondary school journalism teachers must first learn the discipline and then how to transfer their knowledge to students. Like an athletic coach, a journalism teacher's pedagogic concerns include more than classroom management and instruction.

Most journalism teachers also advise the production of one or more publications. It is in the production of these publications that the "coaching" skills come into play. It is one thing to teach students about how a newspaper is produced or how to write a news story. It is a completely different challenge to supervise these same students in the planning,

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[16]Amy S. Campbell, "Why Teach High School Journalism," *CSPAA Bulletin* 34 (Summer 1985):15.

[17]For information on certification see: Marilyn Weaver, "Certification: A National Survey," *C:JET* 22 (Summer 1989):12.

execution and evaluation involved in producing student publications. Here the teacher functions as a business manager,[18] writing coach,[19] design consultant,[20] production supervisor[21] and circulation manager. A publications adviser must be a journalistic jack-of-all-trades--and he or she must be a master of them as well. Publications advisers must have a working knowledge of all of the above, know how to impart that knowledge to students and help to maintain a flexible working environment as well.

Because so many skills are involved, scholastic journalism instructors must also master the use of a variety of equipment for use in photography[22], desktop publishing (or typesetting and paste up equipment),[23] and

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[18]For more information on organizing financial issues see: Bruce Plopper, "Building and Ethical Advertising Operation," *Quill & Scroll* 63 (February-March 1989):10-12; Joseph. R. Levy, "Advertising: Try It, You'll Like It, but First Learn the Rules," *Quill & Scroll* 63 (April-May 1989):14-16 and Thomas E. Rataiczak, "Need Money? Utilize Staff Talents to Service School, Community, Printing Jobs," *Quill & Scroll* 57(April-May 1983): 10-11

[19]For more information on teaching writing see: Thomas R. Madden, "Finding the Beef: A Journalistic Summary Method for the Basic Writer," *Exercise Exchange* 31(Fall 1985):24-26; Brenda Feldman, "Explore All of Your Writing Opportunities," *CSPAA Bulletin* 42(Fall 1984):56; William McKeen, "Featurize Your News Leads," *CSPAA Bulletin* 41(Winter 1983-84):18-19; J.F. Paschal and Dana Pearson, "Guidelines to Cutlines and Captions," *CSPAA Bulletin* 41(Winter 1983-84):2-5 and Wayne Brassler, "Feature Thinking and Writing," *C:JET* 17(Fall 1983):10-11.

[20]For more information on publication design see: Marianne King, "Newspaper Design: Desktop Newspaper Design Can Make Staffs Throw Their Hands up, Give them the Hands-Down Edge," *C:JET* 21(Summer 1988):4-7: Mario Garcia, Designing the News Publication," *CSPAA Bulletin* 42(Spring 1985): 8-16 and *Computer Design on a Budget for College and High School Journalism Teachers*, 1986.

[21]For more information on publication production see: Marilyn Weaver, "Why the Magazine?" *C:JET* 17(Fall 1983):8-9; Luana Russel, "Time, Space Help Untangle Organization Management," *C:JET* 16(Summer 1983):16-18; John Cutsinger, "Yearbooks Can Be Journalistic," *Quill & Scroll* 63 (February-March 1989):16-18 and "Yearbook Themes," *CSPAA Bulletin* 42(Fall 1984):8-9; Richard Gotshall, "Yearbook Copy and Layouts through Computer Pagination," *Quill & Scroll* 57(February-March 1983):22-23; Mary Benedict, "Yearbook Advisers, Reps--Adversaries or Members of a 'Mutual Admiration Society?'" *Quill & Scroll* 58 (April-May 1984):4-6; Pat Brittain, "The Concern of Coverage and the Two Section Tabloid," *CSPAA Bulletin* 41 (Fall 1983):12-14 and Michelle Matczak, "The Pulaski News: A Community Newspaper by High School Students," *Child and Youth Services* 4(1982):105-9.

[22]For more information on photography see: Bill Seymour, "Tips on How to Achieve Good Candid Photographs," *Quill & Scroll* 57(December-January 1982-83): 4-7.

[23]For more information on desktop and computer technology see: Pam Rodewald, "Computer retrieval for Journalists," *Quill & Scroll* 63(February-March 1989):4-7.; Margaret Malsam, "Students in Colorado Write Publications 'Byte by Byte,'" *CSPAA Bulletin* 42(Fall 1984):8-9; Brian D. Monahan and Gerald Scoland, "Using the Computer in High School Journalism," *Computers, Reading and Language Arts*; 1 (Fall 1983):27-29; Wayne Crawford, "'Mac'Roon and White: A School Newspaper Comes of Age on a Macintosh Computer," *ERIC*1987, John Cutsinger, "Magazine Development: Creative Arts Magazines Can Take on More Creativity through Staff Innovation, Desktop Publishing," *C:JET* 21(Summer 1988):12-15 and Jim Jordan,

telecommunications[24]. Instructors must continually update their knowledge of technologic advances as well.

A great deal of research has been done about the high school students who participate in scholastic journalism programs. Jack Dvorak's recent work in this area is the most comprehensive for readers who seek further information.[25] Let it suffice to say that high school journalism students are bright, motivated and verbal students who place a very high value on their experiences as high school journalists.

Other areas of concern are the interaction between scholastic journalism practitioners, their students and the professional media--both print and broadcast. Student journalists are, in some instances, professional journalists in training.[26] Career development is not the only professional media/scholastic journalism concern. For instance, the American Newspaper Publishers Association sponsors Newspapers in Education, a program aimed at encouraging newspaper readership among elementary and secondary school students.[27] A recent focus for these programs has been tackling adult illiteracy as well. While these programs are often not used in the journalism curriculum, the journalism teacher is often asked to facilitate the NIE

"Infographics Strategies: Publications' Staffs, Assisted by Desktop Publishing, Tell Stories in Visuals Second to None. *C:JET* 21(Summer 1988):16-19.

[24]For more information on telecommunications see: Julie Dodd, "Getting on Line," *C:JET* 22(Spring 1989):16 and "Closeness Possible through Computer Networking," *C:JET* 22(Spring 1989): 15-16

[25]For more information see: Jack Dvorak, "Comparisons of College Grades, ACT Scores and High School Grades Between those With and those Without High School Newspaper or Yearbook Experience" (Paper presented at AEJMC convention in Norman, Oklahoma, 1986) and "ACT Research shows High School Publications Experience Influences College Writing Career," *Quill & Scroll*, 61 (December-January 1987):11-13 and "Some Top College Freshmen find Journalism Class Fulfills Language Arts Competencies," *Quill & Scroll* 62 (October-November 1987):14-16.

[26]For information on how high school journalists compare with their media counterparts see: Sammye Johnson, "Attitudes, Values and Background of High School Journalists Compared with the Media Elite" (Paper presented at AEJMC convention, August 1985).

[27]For implementation suggestions see: Susan Mahler, "Student Press Corps (Use the News)," *Journal of Reading* 32 (March 1989):552-4.

programs introduction into the school language arts or social studies curriculum.

Some newspaper publishers directly support the high school press.[28] In some states the school newspaper is printed on the pages of the local professional newspaper or distributed throughout the community as an insert in that local newspaper. Here both staffs work as partners in publishing the newspaper.[29]

A third partner--one who often has veto power--is the school principal.[30] The relationship between the school administration and the staff and adviser may be an adversarial one.[31] The recent *Hazelwood* decision has given a great deal of censorship power to the school administrators. This 1987 Supreme Court decision has been discussed repeatedly in scholastic journalism publications and papers. For more information, see the sources given below.[32]

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[28]Julie Dodd, *Editors' and Publishers' Handbook for Helping High School Journalism Programs*, Prepared for the Journalism Education Committee of the Southern Newspaper Publishers Association, 1987.

[29]For more information on student newspapers published as pages in the local newspaper see: Mary Arnold, "A Profile of Iowa High School Newspapers: The State of the State," (Paper presented at the AEJMC convention in Portland, Oregon, 1988) and *A Great Opportunity: A Study of Iowa High School Newspapers Published as a Page or Insert in the Local Newspaper*, Booklet published by the Iowa High School Press Association and Iowa Newspaper Association,1988.

[30]Jane Peterson, "A Study of the Coorientation of High School Principals, Journalism Teachers, and Local Newspaper Editors in Selected Iowa Communities," (Paper presented at AEJMC convention in Portland, Oregon, 1988)

[31]For information on interaction with school administrators see: Annette Lucksinger, "Administrators Need Journalism Guidelines," *C:JET* 16 (Summer 1983):9-10; Franklin McCallie, "Principal Wants Strong Press in High School," *C:JET* 16 (summer 1983):9-10 and Frances Disselhorst, "The Other Side of the Table: An Administrators Perspective," *Quill & Scroll* 61(February-March 1987):4-7.

[32]For more information on the *Hazelwood* Decision see: Mark Goodman, "The Push by Educators for Student Press Freedom," *C:JET* 22(Fall 1988):. 6-8; "Hazelwood Decision: The Complete Text of the Jan 13 U.S. Supreme Court 5-3 Decision," *Quill & Scroll* 62(February-March 1988,):11-18; Thomas Evaslage, "Hazelwood v. Kuhlmeier: A Threat and a Challenge to High School Journalism," *Quill & Scroll* 62(February-March 1988):9-10; Dorothy Bowles, "Hazelwood v. Kuhlmeier: National Press Reaction to the Decision and Its Impact on Tennessee High Schools," (Paper presented to AEJMC Midwinter meeting, 1989); Jan C. Robbins, *Student Press and the Hazelwood Decision*, (Bloomington, IN: Phi Delta Kappa Educational Foundation, 1988) and J. Marc Abrams and S. Mark Goodman, "The End of an Era? The Decline of Student Press Rights in the Wake of the *Kuhlmeier* Decision," (Paper presented to AEJMC convention in Portland, Oregon, 1988).

While the *Hazelwood* decision has overshadowed the many other legal and ethical issues and concerns for scholastic journalism, these must not be ignored.[33] They include teaching free speech values,[34] principles and guidelines for ethical decision making,[35] the differences between law and ethics,[36] and how such issues operate in private schools.[37]

Staffs and advisers must also be concerned that their staffs and publications are representative of the student body as a whole. A plurality of views that reflects the demographics of the student body and surrounding community is essential if student publications are to be a forum for all student opinion.[38]

FINDINGS

AEJMC CONVENTION PROGRAMS

The table that follows contains the results of the topical content analysis done on the AEJMC convention programs. The *Captive Voices* categories cover about three-fourths of the topics addressed.(See Table 1)

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[33]By far the most comprehensive source is Louis Ingelhart's *Press Law and Press Freedoms for High School Publications*, (New York: Greenwood Press, 1986). To keep track of current current controversies involving student press rights, see *The Student Press Law Center Report*, published three times each year by the Student Press Law Center (Suite 504. 1735 Eye Street NW, Washington, D.C. 20006).

[34]Thomas Evaslage, "Teaching Free Speech Values to High School Students: Keys to Persevering Despite the Obstacles," (Paper presented at the AEJMC convention in San Antonio, Texas, 1987), William Click and Lillian Lodge Kopenhaver, "Principals' and Newspaper Adviser' Attitudes toward Freedom of the Student Press in the United States," (Paper presented at the AEJMC convention in Norman, Oklahoma, 1986),"California Law Protects Student Journalists in Censorship Test," *Quill & Scroll* 62 (April-May 1988):4-6 and David Martinson, "College/High School Advisers Hold Similar Views on Most--But Not all--Student Press, First Amendment Issues," *CSPAA Bulletin* 43(Winter 1985-86):5-10.

[35]Ann Herlong, "Journalism Ethics in Secondary Education: Principles and Guidelines for Decision Making within a Systematic Framework of Moral Alternatives," (Paper presented at AEJMC convention in Memphis, Tennessee, 1985)

[36]Sarah Ortman, "The Need to Emphasize the Difference between Law and Ethics," *Quill & Scroll* 63 (April-May 1989):4-9.

[37]Julian Adams, "The Private School Staff and the First Amendment," *C:JET* 17(Fall 1983):16-17.

[38]For more information about minority participation in the high school journalism program see Terry Vander Heyden, "Minorities in High School Journalism: A Survey of Kentucky High Schools," (Paper presented at AEJMC Secondary Education Association midwinter meeting, 1989) and Leonard Tipton, "Recruiting Blacks into Journalism," (Paper presented at the AEJMC convention in Norman, Oklahoma, 1986).

The second section of the table shows the "Scholastic Journalism Organizations" category as it was further broken down into three major components. (This was done by the researchers to facilitate the comparison with the *IHSPA Newsletter* index topic analysis.)

The final section shows all the presentations grouped into categories that were not reflected in the *Captive Voices* agenda. As the table clearly shows, these categories represent approximately one-fourth of the sessions presented. A list of all the sessions, the presenters and the groups to which each was assigned is found in Appendix A of this paper.[39]

TABLE 1: Topical Content Analysis of AEJMC Convention Program Secondary Education Division Research and Teaching Sessions by *Captive Voices, Scholastic Journalism Organizations and Non-Captive Voices* Categories by Year.

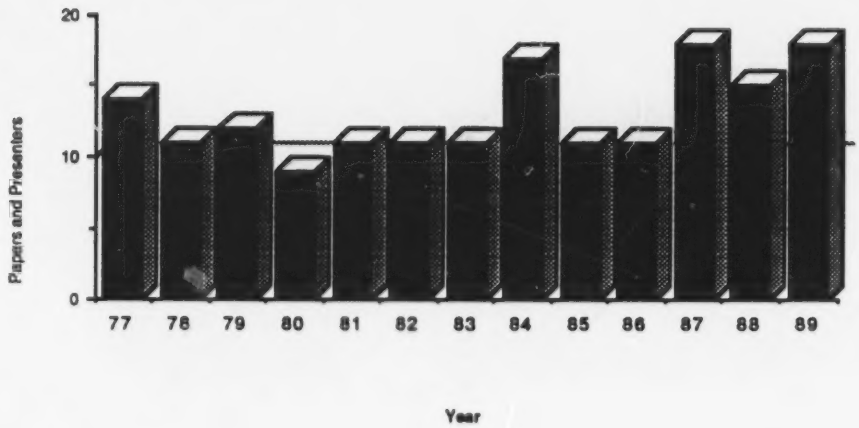
Captive Voices Categories	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**Total**	**% Total**
Censorship and Legal and Ethical Issues	1	1	1	3	4	2	0	4	3	1	3	4	2	29	16%
Electronic Media/Technology	2	1	2	0	0	0	2	5	1	0	1	0	1	15	8%
Established Media	1	0	0	0	0	0	0	0	2	2	0	3	0	8	4%
Journalism and Journalism Education															
Journalism as Career Education	0	0	0	0	1	0	0	0	1	0	1	0	0	3	2%
Journalism Teachers and Advisers	1	2	2	2	0	0	2	1	1	1	3	2	7	24	13%
Minority Participation	4	1	1	0	1	0	1	1	2	1	1	0	1	14	8%
Role of Journalism in the School	4	1	0	1	2	3	1	2	0	2	3	2	3	24	13%
Scholastic Journalism Organizations	1	1	1	1	2	2	1	2	0	0	2	2	1	17	10%
Total:	*14*	*7*	*7*	*7*	*10*	*7*	*7*	*15*	*10*	*7*	*14*	*13*	*15*	*134*	*75%*
Scholastic Journalism Org.														**Total**	**% Total**
Conventions/Workshops	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1%
History/Honors Lectures	1	1	1	1	1	0	1	2	0	0	0	0	1	9	5%
Organizations/Awards/Contests	0	0	0	0	1	1	0	0	0	0	1	0	0	3	2%
Press Associations (Officers, Headquarters, Etc.)	0	0	0	0	0	1	0	0	0	0	1	1	0	3	2%
Total:	*1*	*1*	*1*	*1*	*2*	*2*	*1*	*2*	*0*	*0*	*2*	*2*	*1*	*16*	*10%*
Not in Captive Voices Categories	**77**	**78**	**79**	**80**	**81**	**82**	**83**	**84**	**85**	**86**	**87**	**88**	**89**	**Total**	**% Total**
Financial Concerns	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
High School and University Interaction	0	0	0	1	0	0	0	0	0	2	1	1	1	6	3%
Publications Production	0	0	1	1	1	1	1	1	1	2	1	1	0	11	6%
Staff Organization and Management	0	0	0	0	0	2	0	1	1	0	0	0	0	4	2%
Visual Content	0	3	1	0	0	0	2	0	0	0	0	0	0	6	3%
Verbal Content	6	1	3	0	0	1	1	0	1	0	2	0	2	17	10%
Total:	*6*	*4*	*5*	*2*	*1*	*4*	*4*	*2*	*3*	*4*	*4*	*2*	*3*	*44*	*25%*

[39]In Appendix E of this paper is a list of "studies" of scholastic journalism conducted between 1923 and 1966. They have also been coded with the same categories. While this information is not included in this paper because it predates the specific time period, it is interesting to note how little the percentages have changed since this pre-*Captive Voices* collection of studies.

Figure 1 shows all of the Secondary Education Division teaching and research sessions presented at AEJMC conventions during the years examined. The sharp increase in 1984 is attributed to a large number of "technology presenters" at special sessions held that year. Five of the seven were in one session co-sponsored with the Mass Communication and Society and Public Relations Divisions.

With the exception of 1984, the graph indicates that the number of presentations stayed more-or-less even during the first half of the period examined. In that last three years there as been a gradual increase in the number of sessions presented.

FIGURE 1: AEJMC Secondary Education Presentations by Year



JOURNALISM ABSTRACTS

An analysis of masters' theses and doctoral dissertations in the 1977-1987 volumes showed 33 masters' theses and four doctoral dissertations on scholastic journalism. Censorship and legal and ethical issues were addressed in 12 of the theses and one dissertation. Journalism teacher and adviser issues were the topic of eight theses and two dissertations. The role of

journalism in the school was addressed in four theses and one dissertation. Publications production was discussed in three theses, scholastic journalism organizations in two. Financial concerns, journalism as career education, verbal content and visual content were each the topic of one thesis. These results are shown in the table that follows:

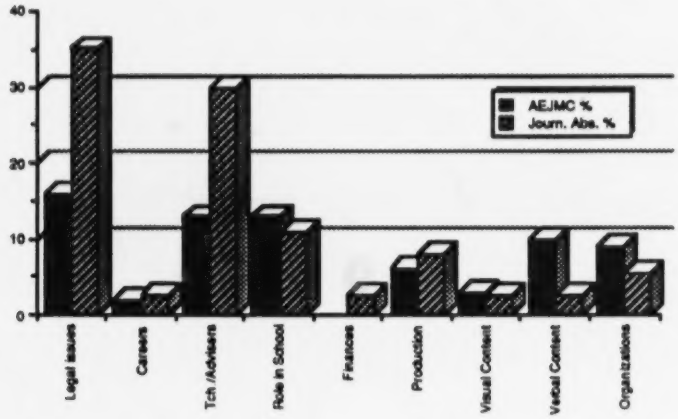
TABLE 4: *Journalism Abstracts* "High School Media" Entries: 1977-8

Year	MA	PhD	Category
77	1	0	Legal Issues
80	2	0	Legal Issues
81	2	1	Legal Issues
82	3	0	Legal Issues
83	1	0	Legal Issues
84	2	0	Legal Issues
86	1	0	Legal Issues
	12	1	33%
80	1	0	Career Education
	1	0	2.5%
77	1	0	Teachers and Advisers
78	2	1	Teachers and Advisers
79	2	0	Teachers and Advisers
83	3	0	Teachers and Advisers
87	0	1	Teachers and Advisers
	8	2	28%
78	1	0	Role in School
80	0	1	Role in School
81	1	0	Role in School
82	1	0	Role in School
84	1	0	Role in School
	4	1	13%
82	1	0	S.J. Organizations
86	1	0	S.J. Organizations
	2	0	5%
79	1	0	Financial Concerns
	1	0	2.5%
80	1	0	Publications Production
81	1	0	Publications Production
82	1	0	Publications Production
	3	0	8%
80	1	0	Visual Content
	1	0	2.5%
78	1	0	Verbal Content
	1	0	2.5%

Converting the number of theses and dissertations in each category to percentages and comparing these totals with those in the same categories from the AEJMC convention programs is possible. (See Figure 2)

Five of the AEJMC categories are not covered in the Journalism Abstracts topics. These are electronic media and technology, established media, minority participation, high school/university relations and staff organization and management.

FIGURE 2: Comparison of AEJMC Presentations and Journalism Abstracts Topics



This graph visually represents the data. It is easy to see that legal issues and teachers and advisers clearly dominate the thesis and dissertation topics during the time period examined.

AEJMC CONVENTION PROGRAMS V. *IHSPA NEWSLETTER*

The tables that follow show the comparisons of the AEJMC convention programs and the *IHSPA Newsletter* different topical content analyses. The most obvious differences are the greater emphasis on legal issues in AEJMC sessions and the high percentage of articles devoted to scholastic journalism organizations in the newsletters. Neither is surprising. Most university-

based scholastic journalists do research in more than one area. Because of the *Hazelwood* decision, scholastic journalism has been in the legal "limelight." Doing research in this area enables scholastic journalists to advance their scholarly pursuits and academic standing without totally departing from scholastic concerns. Legal scholars also venture into scholastic journalism when the case or court decision is a major one or one that could have an impact outside of scholastic journalism.

The high percentage of the *IHSPA Newsletter* devoted to scholastic journalism organization topics also makes sense. It is, after all, the publication of one such organization and must publicize the contests, conferences, workshops and organizational matters of interest to members.

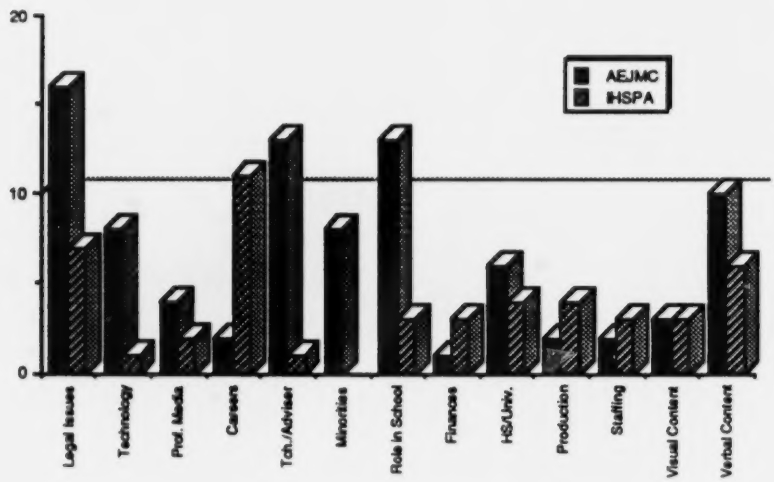
TABLE 5: Comparison of Results of Topical Content Analysis for AEJMC Conference Papers and Presentations and *IHSPA Newsletter* Articles from 1977-1989

Captive Voices Categories	**%AEJMC**	**%IHSPA**
Censorship and Legal and Ethical Issues	16	7
Electronic Media/Technology	8	1
Established Media	4	2
Journalism and Journalism Education		
Journalism as Career Education	2	1
Journalism Teachers and Advisers	13	1
Minority Participation	8	0
Role of Journalism in the School	13	3
Scholastic Journalism Organizations (See breakdown below)	10	63
Total:	*75*	*81*
Scholastic Journalism Organizations:	**% AEJMC**	**%IHSPA**
Conventions/Workshops	1	14
History/Honors Lectures	5	0
Organizations/Awards/Contests	2	30
Press Associations (Officers, Headquarters, Etc.)	2	19
Total:	*10*	*63*
Not in Captive Voices Categories	**% AEJMC**	**%IHSPA**
Financial Concerns	0	3
High School and University Interaction	3	4
Publications Production	6	4
Staff Organization and Management	2	3
Visual Content	3	3
Verbal Content	10	6
Total:	*25*	*101*

When the information in the tables is put in graphic form, these differences become clearly visible. (See Figure 3.)

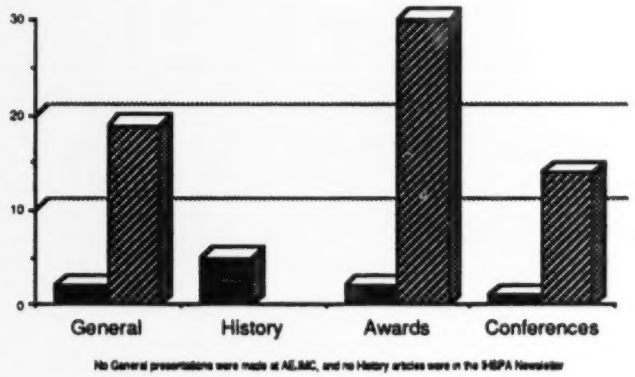
It is also interesting to note that no articles about minority participation appeared in the *IHSPA Newsletter*. Since the State of Iowa has a minority population of less than three percent, this is somewhat understandable--but also somewhat parochial. The newsletter of an active enlightened organization should reflect the cultural diversity in the nation and world to which it belongs.

FIGURE 3: Comparison of AEJMC PResentaions and IHSPA Newsletter Categories



Since approximately two-thirds of the content of the newsletter was devoted to scholastic journalism organization topics, a second graph was drawn showing a comparison of the four component categories from both the AEJMC presentations and the *IHSPA Newsletter*.(See Figure 4.) This graph visually depicts the divergence in interest. Less than 10 percent of the AEJMC sessions were devoted to this scholastic journalism organizations. Of that 10 percent, half of them dealt with the history of the organizations. While

these organizations are concerned with officers, awards and conferences, researchers are also interested in putting these events into the context of history. As such, they serve different purposes and address somewhat different audiences. Again, this is interesting--but of no great surprise.



DISCUSSION

While all of the data, tables and graphs are interesting and informative, they must be put into perspective. They are static in that they are longitudinal sections of given publications for a given time period. They are not a conceptual framework nor does the data itself show past or future. However, the data does give us some building blocks for the construction of the conceptual scaffold.

The literature search and content analyses tell us what scholastic journalists are talking about. They also begin to give us a sense of who is doing the talking. The ideas or concepts discussed must form the basis for knowledge. These concepts must next be put into a working context--because scholastic journalism is a practical as well as conceptual field. The lecture

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32 "is put to use in the production lab; the theory is applied as the publication is produced. The proposed conceptual model reflects all of these concerns.(See Figure 5)"

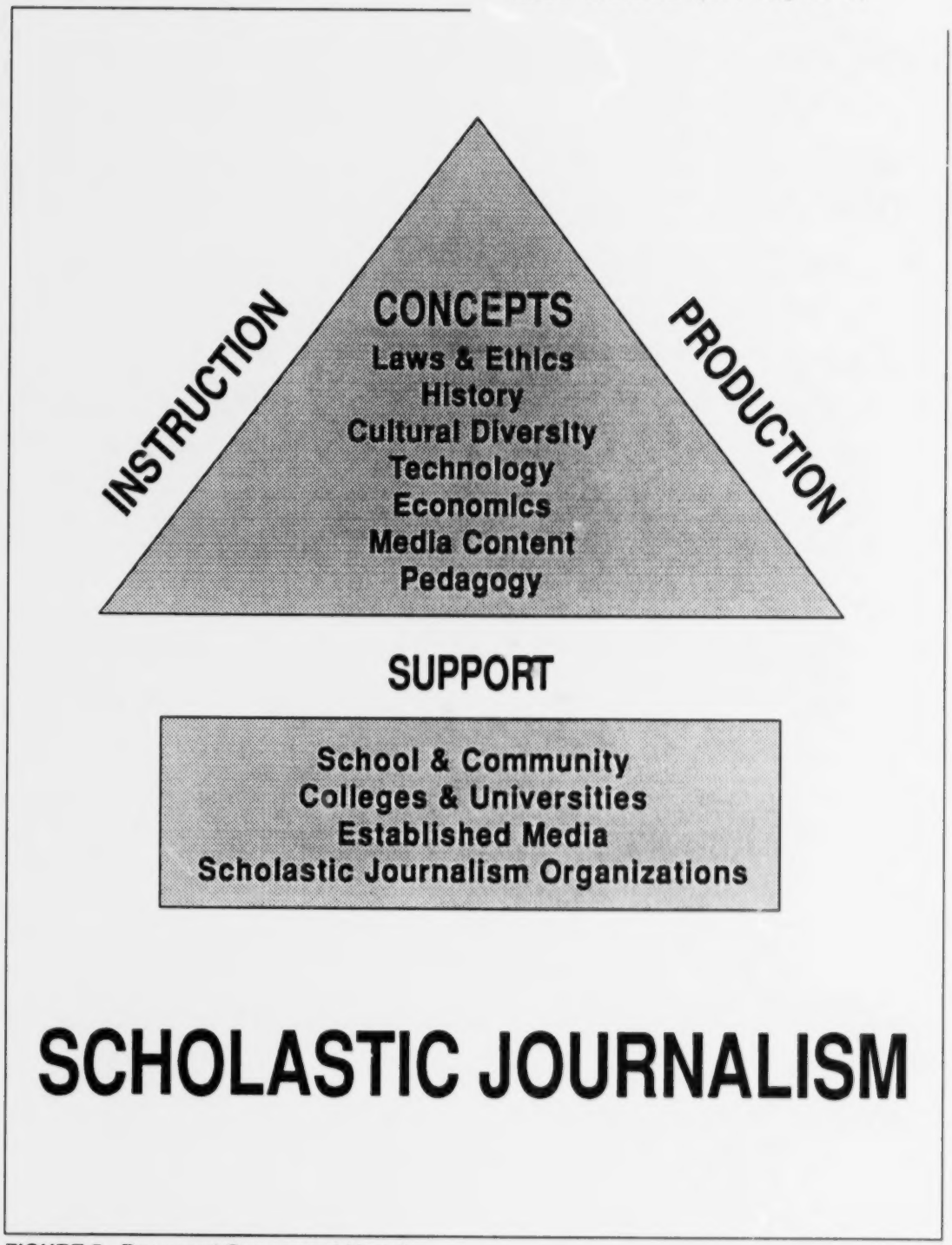

FIGURE 5: Proposed Conceptual Model

The literature search and content analyses all point to legal and ethical issues as the primary conceptual area. For two of the three content analyses, legal issues was the largest category. This category encompasses 33 percent of all theses and dissertations and 20 percent of the AEJMC Secondary Education Division convention sessions. For the *IHSPA Newsletter* analysis, legal issues was a distant second (7 percent compared to 63 percent) to scholastic journalism organizational matters, but second never-the-less. Scholastic journalists are interested in and concerned about the law and ethics. Student freedom of expression and other First Amendment issues are of primary concern for both high school and university practitioners.

History and cultural diversity are two conceptual contextual areas that are essential for the expansion of knowledge. Looking at the past and one's surroundings lends perspective and an inventory of available resources. While these two areas have been slighted in past scholastic journalism scholarship, the researchers place them prominently in their conceptual framework. Neither of these two topics was in the *Journalism Abstracts* analysis, and both were the topic of less than ten percent of the AEJMC sessions and *IHSPA Newsletter* articles. The researchers suggest that these two areas should become prominent in future scholastic journalism research.

Other key conceptual areas are technology and economics. Both are tools for the advancement of knowledge--both need to be controlled and used to the best advantage of all concerned. Financial concerns were the topic for three or fewer percent for all three content analyses. This is far lower than it should be when "the bottom line" controls the viability and vitality of any scholastic journalism endeavor. While technology was the topic for eight percent of the AEJMC sessions, it fell to one percent in the *IHSPA Newsletter* and was not included among the dissertation and theses topics. Broadcast

media, desktop publishing, research and office applications for computers, and telecommunications are all technologies that high school students and teachers will confront and should master in this information age. Both financial issues and technology need to be addressed in greater depth and with greater frequency.

The next conceptual area is a very broad one. It contains all the verbal and visual elements in a publication or presentation. Media content has always been important. Arrangement of words and pictures to impart information is the central mission of all journalistic endeavor. Included here are the publications production and verbal and visual content categories. Here are writing instruction, reporting, interviewing, graphics, illustrations and photography. Approximately 15 percent of all three of the topical content analyses was devoted to this area. This is the area that comes to mind when the layperson thinks about high school journalism.

A final conceptual area is that of teaching. Inspiring students to learn is a difficult task. "Teaching teachers to teach" is what pedagogy is all about. This is the art and science of teaching--the theory and methodology of instruction and enlightenment.

The "working context" surrounding the conceptual areas has three different fields on the proposed conceptual model. The first is instruction; students must first learn about the conceptual areas. The second is production or putting ideas to work. The final field is an essential one. Without the support of the school and community, colleges and universities, the established media and scholastic press associations, high school journalism teachers and students would not exist.

The school and community provide site, materials, personnel and funding. Colleges and universities prepare teachers, support curricular innovation,

provide continuing education opportunities for teachers, sponsor conferences, workshops and scholarships for high school students and serve as research and resource personnel. The established media provide support in the form of scholarships, awards and equipment, and professionals who serve as resource people for classroom instruction. Scholastic organizations promote and defend high school journalism, provide recognition for outstanding programs and help raise the standards of student publications and productions.

The model conceptual framework found on Page 29a and on the cover of this document) is not intended to be viewed as a static model of how things are--the researchers' version of the "one best way" to look at scholastic journalism. The intent is that the model be used in furthering discussion of the ways in which scholastic journalism is conceptualized. The researchers welcome questions and comments. They anticipate a hearty debate as to how they have positioned the concepts and why certain concepts are listed above others. We hope that by questioning the work done thus far, others will advance or replace this conceptual framework with one that is more representative, suitable or one that allows for and encourages future knowledge in the area of scholastic journalism.

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APPENDIX A: AEJMC Teaching, Research and Issues Sessions: 1977-1989

1

Teach/ Research	Sp.	Title	Presenter(s)	Category(s)
1977				
Teach	1	"Media Fair–Showcase of High School Student and Teacher Media Productions"	Marion Anderson, Sheboygan South HS	Electronic Media/Technology
Issues	7	"The Kerner Report Plus Ten"	Sam Adams, Kansas	Minority Participation
Research	2	"Political Uses of Black English: The Essence Thesis"	Molefi Kete Asante, SUNY-Buffalo	Minority Participation, Role of Journalism in the School
Research		"Recent Developments in Sociolinguistics: What Do They Mean for Journalists"	Orlando Taylor, Howard	Minority Participation, Role of Journalism in the School
Research		"The Role of Proverbs in Afro-American Child Rearing"	Jack L. Daniel and Linda F. Warton, Pittsburg	Minority Participation, Role of Journalism in the School
Teach	6	Panel on "Journalism and Language Skills"	David Grey moderator, San Jose State	Role of Journalism in the School
Research	1	"Protecting Student Press Freedom by State Law: The Experience in California"	Wayne Overbeck, Pepperdine	Censorship/Legal/Ethical Issues
Research		"A Ban on Prior Restraint in High Schools: The Aftermath of the Fujushima Decision"	Robert Trager and Donna Dickerson, Southern Illinois	Censorship/Legal/Ethical Issues
Research		"Secondary School Newspaper Adviser's Job Satisfaction: A Factor in Press Freedom"	Jack Dvorak, Northeast Missouri	Journalism Teachers/Advisers
Honors	1	Honors Lecture	Gretchen A. Kemp, Indiana	Scholastic Journalism Organizations
Research	3	"Health Communications"	Don Brenner, Texas Tech	Verbal Content
Research		"Health Coverage in High School Publications: Affecting Health Behavior and Health Knowledge Early"	Francis Bock, Greenfield HS, Wisconsin	Verbal Content
Research		"Health Communications Research"	Dan Costello,Vanderbilt	Verbal Content
Research		"Education and Training of Health-Medical Journalists, and Opportunities for Women in Health Communications"	Joye Patterson, Missouri	Verbal Content
Research		"Health-Related Magazines and Treatment of Health Topics by Radio-TV	Byron Scott, Ohio	Verbal Content, Electronic Media/Technology
Research		"Communication in Health Agencies; Cancer Communication Programs; the OCC Graduate Internship Program	Paul Van Nevel, National Cancer Institute	Verbal Content
1978				
Honors	1	Honors Lecture: A Look at the Scholastic Press	Reid Montgomery, South Carolina	Scholastic Journalism Organizations
Teach	4	"Perspectives in Design: The Professional and Educational Viewpoint"	Sandra Ernst chair	Visual Content
Teach		"Design Implications of News Technology"	Peter Blank, Newsweek	Visual Content, Electronic Media/Technology
Teach		"Does Design Matter?"	Roy Nelson, Oregon	Visual Content
Teach	3	"20 Years Since Sputnik: A Look at Contemporary Education Reporting"	Edmund B. Lambeth, Indiana	Role of Journalism in the School
Research	1	"Public Forum Theory in the Education Setting: From the Schoolhouse Gate to the Student Press"	Robert Granger and Bruce Plopper, Southern Illinois	Censorship/Legal/Ethical Issues
Research	1	"Identifying Causes, Not Symptoms of Writing Problems"	Gary Kebbel and Dorothy Flanders Strange, Northern Illinois	Verbal Content
Teach	5	"Interactive Communication: The News Consumer Makes a Choice"	Richard Cole, North Carolina	Electronic Media/Technology
Teach	5	"Recruiting and Retaining Minority Students"	Sam Adams, Kansas	Minority Participation
Teach	1	"Methods of Teaching: A Panel Exchange of Methods and Approaches Utilized in Methods Courses for Prospective High School Journalism Teachers"	Robert Knight, Missouri, Mary Hartman, Oregon, Nancy Green, Kentucky	Journalism Teachers/Advisers, Publications Production
1979				
Panels/ Plenaries	5	"Access through Cable: A Special Look at the QUBE System"	Dr. Gerry Jordan, Director,Warner Cable	Electronic Media/Technology
Research	1	"High School Journalists 'Volunteer' for Two Days at Fort Knox: A Public Relations Case Study	Mary Benedict and Rita Haugh, Indiana	Verbal Content

Research	1	"Principals, Courts, and First Amendment Rights"	E. Joseph Broussard, Louisiana State	Censorship/Legal/Ethical Issues
Panels/ Plenaries	5	"The Art of the Critique"	Roy Paul Nelson, Oregon	Verbal Content
Research	1	"An Impetus for Change in the Secondary Writing Curriculum: A Comparative Study of Journalism and Non-Journalism Writers"	John Blinn, Bowling Green	Verbal Content
Research	1	"Journalism Instruction and Student Publications in Alabama High Schools: A Descriptive Analysis"	Joseph Mirando, Marian Huttenstine, James Stovall, Alabama	Journalism Teachers/Advisers, Publications Production
Teach	1	"Perspectives on the Use of Graphics in Publications"	John T. Shamblin, Jr., Evans College	Visual Content, Censorship/Legal/Ethical Issues
Panels/ Plenaries	5	Panel: "U. S. Latinos: A growing Opportunity for Journalism Educators and Professionals"	Stuart Surlin, Windsor	Minority Participation, Journalism Teachers/Advisers, Established Media
Honors	1	Honors Lecture: Or Recent History and How Our Teachers and Students Can Accomplish the Greatest Good	Max Haddick, Texas-Austin	Scholastic Journalism Organizations
Research	5	Panel: "Copyright: The Challenge of New Technologies"	Kent Middleton, Texas-Austin	Electronic Media/Technology
1980				
Research	1	"A Research Agenda for Journalism in the Secondary Schools"	Thomas Eveslage, St. Cloud State	High School/University Interaction
Research		"An Ethical/Legal Dichotomy on the First Amendment Rights of the Student Press"	E. Joseph Broussard and Alice Gagnard, Louisiana State	Censorship/Legal/Ethical Issues
Research		"The Outstanding Yearbooks Revisited: A Description and Comparison of Programs and Advisers of All-American High School Yearbooks in 1969 and 1979"	Dorothy Bowles, Kansas	Publications Production, Journalism Teachers/Advisers
Research		"Community Coverage by the High School Press: Beyond the Borders of Campus microcosm?"	Gene Burd, Texas-Austin	Role of Journalism in the School
Panels/ Plenaries		"The Stark Reality of the 1977 California Education Code and Student Press Freedom"	Rick Pullen and Pat Rasmussen, Cal State-Fullerton	Censorship/Legal/Ethical Issues
Teach	3	Panel: :Using Legal Resources for Teaching"	T. Barton Carter, Boston	Censorship/Legal/Ethical Issues
Honors	1	Honors Lecture: Personalities of Secondary School Journalism	Louis E. Ingelhart, Ball State	Scholastic Journalism Organizations
Teach	1	"Continuing Education for the High School journalism Teacher-Adviser"	James F. Paschal, Oklahoma	5
1981				
Research	1	"Student Press Freedom: Retrenchment in the 1980s "	Wayne Overbeck, California State-Fullerton	Censorship/Legal/Ethical Issues
Research		"High School Press Freedom and Responsibility: A Study in Wisconsin Schools"	Sharon Murphy, Southern Illinois-Carbondale, Donna Rouner, Wisconsin-Madison	Censorship/Legal/Ethical Issues
Research		"Career Choice, Media Use and Media Credibility: A Study of the Newswriting Students at Two State Universities"	Rita Haugh, Indiana, William Oates, Alabama	Journalism as Career Education
Teach	1	"A Proposed Press Law and Responsibilities Teaching Unit for Use in the Secondary Schools"	Richard Nelson, Wisconsin-Whitewater	Censorship/Legal/Ethical Issues
Issues	3	Panel: "First Amendment Rights of the Publications Adviser"	Richard Johns, Iowa	Censorship/Legal/Ethical Issues
Honors	1	Honors Lecture	Robert Knight, Missouri	Scholastic Journalism Organizations
Research	1	"Two Views of the Student Newspaper: Matching the Principal's Perceptions of the Role of the paper with Those of the Newspaper Adviser"	Mary Benedict, Indiana	Role of Journalism in the School
Research		"Keeping pace with the Changing Times: Updating Both Advisers' and Students' Skills in the Journalism Laboratory"	Delores Sullivan, Boardman HS, Youngstown, Ohio	Publications Production, Journalism Teachers/Advisers

Research		"Evaluating the Evaluators: A Comparative Study of High School Newspaper Critique Services"	Nancy Davis, Indiana	Scholastic Journalism Organizations
1982				
Panels/ Plenaries	5	"Public Pressures toward Media Censorship: The Moral Majority Strikes Again"	Kent Middleton, Georgia	Censorship/Legal/Ethical Issues
Research	1	"Scholastic Journalism Education; Benchmark 1982"	Stephen Shenton and Anne Smith, Shippensburg State	Scholastic Journalism Organizations
Research		"High School Newspapers: Factors Significant in Achieving High Ratings"	Thomas E. Blick, Jr., Southeast Missouri State	Scholastic Journalism Organizations
Research		"Tort Liability of the Public Secondary School Journalism Teacher for Investigative Reporting Assignments"	Louis A. Day, Louisiana State	Censorship/Legal/Ethical Issues
Honors	1	Honors Lecture: "Beans I have been in your class only two weeks, I don't write so good yet"	Arthur M. Sanderson, South Florida	Verbal Content
Teach	2	"Development of Guidelines to Clarify the Appropriate Use of Competency Tests"	Edward Masonis, Educational Testing Service	Role of Journalism in the School
Teach	3	"Educating Administrators to the Role of the Student Press"	Ried H. Montgomery, S. Carolina	Role of Journalism in the School
Teach		"Guidelines for High School Publications"	Lillian Lodge Kopenhaver, Florida International	Publications Production, Staff Organization/Management
Teach		"Current Press Law in Student Publications"	Louis Edward Ingelhart, Ball State	Censorship/Legal/Ethical Issues
Teach		"Using the Editor's Manual to Orient Administrators to the Role of the Campus Newspaper"	Janace Ponder, Amarillo	Role of Journalism in the School, Staff Organization/Management
1983				
Research	1	"A Study of Interviewing, Personality and Bias: The Assessment of a Political Incident by High School Journalists"	Eric S. Fredin, Indiana	Verbal Content
Research	1	"Certification of Journalism Teachers: A Survey of States"	Richard C. Gotshall, Franklin College	Journalism Teachers/Advisers
Research	1	"The Grading Systems of Award-Winning High School Journalism Teachers in Production-Oriented Classes"	Mary Kahl Sparks, Kansas	Journalism Teachers/Advisers, Publications Production
Issues	3	Media and Minorities Luncheon: "Remarks Commemorating the 175th Anniversary of Spanish Language Press"	Felix Gutierrez, University of Southern California and Chicano News Media Association	Minority Participation
Teach	1	"Teaching Ethics: How Can Ethical Concerns Be Incorporated into the Teaching of High School Journalism?"	Tom Eveslage, Temple	Censorship/Legal/Ethical Issues
Honors	1	"The End of the Beginning"	Albert T. Scroggins, South Carolina	Scholastic Journalism Organizations
Teach	4	"Teaching Electronic Publishing: Graphics and Data Bases"	Kurt Kent moderator, Florida	Electronic Media/Technology,Visual Content
Teach	1	"Plugging Computers into the High School Journalism Program"	Mary Benedict moderator, Indiana	Electronic Media/Technology
Research	1	"Certification Standards: Will the Marriage Between English and Journalism Survive Current Pressures?"	John Butler and John Windhauser, Louisiana State	Role of Journalism in the School
Research	1	"The High School Newspaper Editor as Graphic Strategist"	Delores Sullivan, Boardman HS	Visual Content
1984				
Honors	1	"The Readiness Was All: Wisconsin's Success Story"	Robert Tottingham, Wisconsin-Madison	Scholastic Journalism Organizations
Panels/ Plenaries	7	Panel: "Challenges and Problems of Electronic Information Dissemination"	J. William Click, Louisiana State	Electronic Media/Technology
Panels/ Plenaries	8	Panel: "Recruiting Women and Minorities into Teaching Journalism and Mass Communication"	Linda H. Scanlan, Norfolk State	Minority Participation

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Teach	5	Panel: "Public Relations Outreach: Copy and Model (How to attract young people, women and minorities to your program)"	Norman Nager, Cal State-Fullerton	Role of Journalism in the School
Teach	3	"Computer Use in Publications Editing"	Hazel F. Dicken-Garcia, Minnesota	Electronic Media/Technology
Teach		"Miss Pell: A Computer Use in Publications Editing"	Katherine McAdams and William Cloud, North Carolina	Electronic Media/Technology
Teach		"Data Base Programs for Communications Law and Journalism History"	Wayne Overbeck, Cal State-Fullerton	Electronic Media/Technology
Teach		"Computerized Instruction for Journalism Students"	Kenneth Rystrom, Virginia Polytechnic Institute	Electronic Media/Technology
Teach		"Scenarios on Line: Computer Games for Teaching Information Strategies"	Jean Ward and Kathleen Hansen	Censorship/Legal/Ethical Issues
Research	1	"Editors' and Advisers' Perceptions of Scholastic Press Freedom in Maryland Public Schools"	Barbara Hines, Howard; Anita Saville, Maryland	Censorship/Legal/Ethical Issues
Research		"Prior Restraint of Utah High School Newspapers and by Advisers"	Cynthia Ford Pulley and Jay Black, Utah State	Censorship/Legal/Ethical Issues
Research		"A Study of Kansas Scholastic Newspapers Content and Management Practices in a First Amendment Context"	David Adams, Kansas State	Censorship/Legal/Ethical Issues, Publications Production, Staff Organization/Management
Research		"The Emergence and Changing Role of Scholastic Press Associations"	Barbara Hines, Howard	Scholastic Journalism Organizations
Research		"High School Principals' and Newspaper Advisers' Evaluations of the Important Characteristics for Newspaper Advisers"	Julie Dodd, Oak Ridge TN High School	Journalism Teachers/Advisers, Role of Journalism in the School
Issues	1	"Emerging Patterns of Scholastic Press Law"	J. Marc Abrams, Student Press Law Center	Censorship/Legal/Ethical Issues
1985				
Honors	1	"Recruiting a Staff and Building a Superior Program in Student Publications in a High School"	Regis Boyle, Maryland	Publications Production, Staff Organization/Management
Teach	1	"Computer Software for Scholastic Journalism"	Rita Haugh Oates, View data Corp. of America, Miami	Electronic Media/Technology
Panels/ Plenaries	3	"Nuclear Winter: Are the Media Handling the Issue Responsibly?"	Peter Sandman, Rutgers	Verbal Content
Teach	1	"Attitudes, Values and Background of High School Journalists Compared with the Media Elite"	Sammye Johnson, Trinity	Established Media, Role of Journalism in the School
Teach		"High School Journalism Textbooks, 1980-1985"	Barbara Hines, Anne Nunamaker, Howard	Role of Journalism in the School
Panels /Plenaries	7	Panel: "Making It: Minorities in the Media Business"	Les Payne moderator, National Editor, Newsday	Minority Participation, Established Media
Research	1	"Journalism Ethics in Secondary Education: Principles for Decision Making with a Systematic Framework of Moral Alternatives"	Ann Herlong, South Carolina	Censorship/Legal/Ethical Issues
Research		"Update on First Amendment Curriculum Guide"	Tom Eveslage, Temple	Censorship/Legal/Ethical Issues
Research		"Prior Review Guidelines for School Publications: State Departments of Public Instruction vs. Federal Circuit Courts"	Stan Soffin, Michigan State	Censorship/Legal/Ethical Issues
Teach	5	Panel: "Accreditation Standards for CEU's in Public Relations, Advertising and Journalism"	James W. Anderson, Florida	Journalism Teachers/Advisers
1986				
Issues	4	Panel: "The Hidden Impact of Scholastic Journalism on the Professional Media	Nancy Green, Publisher, Richmond Palledium-Item	Established Media
Research	1	"Principals' and Newspaper Advisers' Attitudes toward Freedom of the Student Press in the United States"	J. William Click, Louisiana State; Lillian Kopenhaven, Florida International	Censorship/Legal/Ethical Issues
Research		"The Funding of Secondary School Newspapers in Ohio"	Laurence B. Lain, Dayton	Journalism as Career Education
Research		"Comparison of College Grades, ACT Scores, and High School Grades between Those with and Those without High School Newspaper or Yearbook Experience	Jack Dvorak, Iowa	Role of Journalism in the School

Panels/ Plenaries	6	Panel: "Threats to Scholastic Journalism: Implications for Universities and the Professional Media"	Lois Lauer Wolfe, National Federation of Press Women	Established Media, High School/University Interaction
Issues	4	Panel: "Minority Journalists: Here Today, Gone Tomorrow"	Robert Knight, Missouri-Columbia	Minority Participation
Honors	1	"High School Journalism and/or Publications: Is the Tail Wagging the Dog?"	Mary Benedict, Indiana	Role of Journalism in the School, Publications Production
Research	1	"A Case Study in Stress and Burnout: The Newspaper Adviser"	E. Joseph Broussand, Nicholls State; John M Butler, Louisiana State	Journalism Teachers/Advisers
Research		"Incoming Journalism Students: A Profile and Assessment"	Mary Benedict, Indiana	High School/University Interaction
1987				
Teach	3	Workshop: "Protection from Burnout: Stress Management for Journalism Educators"	Leon Spencer, South Carolina	Journalism Teachers/Advisers
Teach	4	Panel: "Strengthening Scholastic Journalism: An Action Agenda"		
Issues	1	Panel: "The Student Press and the Supreme Court: Hazelwood School District vs. Kuhlmeier"	Robert Knight, Missouri	Role of Journalism in the School, Journalism Teachers/Advisers, Journalism as Career Education
Panels/Plenaries	4	"Pluralism in the '80s: Changing Functions across Media"	Dwight Ellis, National Association of Broadcasters	Censorship/Legal/Ethical Issues
Research	1	"Teaching Free Speech Values to High School Students: Keys to Persevering Despite the Obstacles"	Thomas Fveslage, Temple	Minority Participation
Panels/ Plenaries	4	"The Evaluation of Writing "Coaching" vs. "Fixing"	Judith Paterson, Maryland	Censorship/Legal/Ethical Issues
Teach	3	Panel: "Your Student Newspaper: More Than a Reporting Lab"	David Nelson, Purdue	Minority Participation
Issues	3	Panel: "Battling Illiteracy: A New Threat to Newspapers	Rita Haugh Oates, Dade County Public Schools; Catherine Mitchell, North Carolina-Asheville	Role of Journalism in the School
Honors	1	"Reaching Out: Bringing Scholastic Journalism's Message Beyond the School"	Dorothy McPhillips, Past President, JEA	Role of Journalism in the School
Issues	4	Panel: "The Erosion of Campus Press Freedom"	David Nelson, Purdue	Censorship/Legal/Ethical Issues
Research	2	"A Study of High School Newspapers' Ratings in a National Contest/Critique with Regard to Membership in Publications Organizations	Eddie Blick, Kennesaw College	Scholastic Journalism Organizations, Scholastic Journalism Organizations
Research		"Going Beyond Word Processing: A Survey of Computer-Based Approaches for Writing Instructions	William Oates, Miami; Rita Haugh Oates, Dade County Public Schools	Electronic Media/Technology, Verbal Content
Research		"A Needs Assessment of High School Journalism Teachers-Advisers Concerning Types of University Programs Most Beneficial to Scholastic Journalism	Sharon Hartin Iorio and Brooks Garner, Oklahoma State	High School/University Interaction, Journalism Teachers/Advisers
1988				
Honors	1	"The Steps Upon Which Scholastic Journalists Stand: The Legacy of Joseph M. Murphy"	James F. Paschal, Oklahoma	Scholastic Journalism Organizations
Research	1	"College Student Attitudes Towards High School Journalism and Other Language Arts Experiences"	Jack Dvorak, Indiana	Role of Journalism in the School
Research	1	"The Usefulness of University-Sponsored Workshops as Aids for High School Journalism Advisers in a Rural State"	Bruce Plopper, Central Arkansas	High School/University Interaction
Research		"A Study of the Coorientation of High School Principals, Journalism Teachers and Local News Representatives in Selected Iowa Communities"	Jane Peterson, Iowa State	Role of Journalism in the School, Established Media
Research		"A Profile of Iowa High School Newspapers: The State of the State"	Mary Arnold, Iowa	Established Media, Role of Journalism in the School, Publications Production

Panels/ Plenaries	4	"Panel: Picking Up the Pieces: The Student Press After the Supreme Court Decision in Hazelwood v. Kuhlmeier"	Tom Eveslage, Temple	Censorship/Legal/Ethical Issues
Teach	4	Certification of High School Teachers: A National Plan by the Journalism Education Association	Jane Peterson, Iowa State, Moderator	Journalism Teachers/Advisers
Research	1	"Freedom of the High School Press After Hazelwood"		
Research		"End of an Era? The Decline of Student Press rights in the Wake of the Kuhlmeier Decision"	J. Marc Abrams, Philadelphia; S. Mark Goodman, Washington DC	Censorship/Legal/Ethical Issues
Research		"Hazelwood School District V. Kuhlmeier: A Constitutional Retreat or Sound Educational Policy?"	Louis A. Day and John M. Butler, Louisiana State	Censorship/Legal/Ethical Issues
Issues	5	High School, College and Commercial Press: The Missing Links	David C. Nelson, Purdue	Established Media, High School/University Interaction
Teach	1	Syllabus Exchange and Discussion: Method Courses and Workshops for High School Teachers	Beth Dickey, South Carolina	Journalism Teachers/Advisers
1989				
Teach	3	Panel: "Building Respect For Journalism: A New High School Course in Intensive Journalistic Writing"	Tom Engleman, Dow Jones Newspaper Fund	Verbal Content, Role of Journalism in the School
Honors	1	"A 30-year View of High School Journalism"	W. Manion Rice, Sourthern Illinois	Scholastic Journalism Organizations
Panels/ Plenaries	4	Pluralizing the College Media	Nancy L. Green, Palladium-Item, Richmond,IN	Minority Participation
Teach	4	Panel: Evaluating Teaching Effectiveness	Jane Peterson, Iowa State	Journalism Teachers/Advisers
Teach		"Approaches Other Than Student Evaluations"	Trevor Brown, Indiana	Journalism Teachers/Advisers
Teach		"What the Literature Says About Nationally Normed Evaluations"	Jack Dvorak, Indiana	Journalism Teachers/Advisers
Teach		"What Schools and Departments Are Using as Instruments"	R. Ferrell Ervin, Southeast Missouri	Journalism Teachers/Advisers
Teach	4	"Coaching Writers at Three Levels-- High School, College and Professional"	Roy Peter Clark, Dean The Poynter Institute	Verbal Content
Research	1	"Freedom of Expression for High School Journalists: A Case Study of Selected North Carolina Public Schools"	Kay Phillips, North Carolina	Censorship/Legal/Ethical Issues
Research		"How Advisers View the Status of High School Press Freedom Following the Hazelwood Decision"	Tom Dickson, Southwest Missouri State	Censorship/Legal/Ethical Issues
Research		"School Computer Networks: Electronic Publishing and Legal Liability in the Public School"	Earl Dowdy, Illinois	Electronic Media/Technology, Censorship/Legal/Ethical Issues
Research	1	"Methods of Teaching Journalism"		
Research		"A Pre-Student Teaching Experience for Secondary School Journalism and Publication Advisers"	Alice A. Tait, Central Michigan	Journalism Teachers/Advisers
Research		"Work Expectations in Journalism As An Educational Concern"	Julie Dodd, Randall Sumpter and Leonard Tipton, Florida	Journalism Teachers/Advisers, Role of Journalism in the School
Research	1	"Media Studies Across the Secondary School Curriculum"		Role of Journalism in the School
Research		"Media Literacy Ignored: Time is Past Due for Introduction of Media Studies Across the High School Social Science Curriculum"	Don Sneed, K. Tim Wulfemeyer, San Diego State; Roger Van Ommeren, Baylor; Daniel Riffe, Alabama	Electronic Media/Technology
Research		"English/Language Arts Teacher's Views on Mass Media Consumption Education in Maryland High Schools"	Robert V. Koziol, Maryland	
Research		"It Was a Dark and Gloomy Night: Assessing Journalism Course work in University Admission Procedures"	R. Ferrell Ervin, Southeast Missouri State	High School/University Interaction

APPENDIX B: Journalism Abstracts: Dissertations and Theses Topics in Scholastic Journalism, 1977-87

1. Survey of Journalism Education in Utah High Schools, Mark B. Gray, M.S. (1976).
2. Quality High School Journalism: Program Principles and Publications Guidelines Governed by Press Law, Judith T. Nault, M.A. (1976).
3. Development of a Model for the Short-Term Training of High School Publications Advisers, John William Click, Ph.D. (1977).
4. Preparation of Teachers of Journalism and Advisers of Publications in Indiana High Schools, Nell Brooks, M.A. (1977).
5. Teaching Language Arts by the Use of Mass Communications Concepts: A Handbook for Secondary School Teachers, Robert Charles Callender, M.A. (1977).
6. A Study of the Professional and Educational Backgrounds of High School Journalism Teachers and Publications Advisers in Tennessee, Ann Lackey Landini, M.S. (1977).
7. Designing and Testing a High School Programmed Instructional Unit in Headline Writing, Linda D. Mook, M.A. (1978).
8. An Investigation of Key Factors Pertinent to the Establishment of a Program for Certification of Journalism Teachers in the Secondary Schools of South Carolina, Robert Leroy Baker, M.A. (1976).
9. Direct Market Segmentation Applied to High School Yearbook Sales, Thaddeus J. Novak, M.A. (1978).
10. Content of Mass Media Courses in Iowa Public High Schools, Alice M. Raith Yoder, M.S. (1978).
11. An Assessment of Attitude Patterns of Selected Persons in Two Iowa School Communities Toward the School Newspaper: A Q-Methodological Approach, John Marvin Butler, Ph.D. (1980).
12. A Gatekeeper Study of South Dakota Public High School Newspapers, Robert L. Fischbach, M.S. (1980).
13. Reasons for High School Students' Course and Career Choices in Journalism, Robert Victor Koziol, M.A. (1979).
14. California High School Newspapers and the Law, Patricia Ann Rasmussen, M.A. (1979).
15. A Survey of Award-Winning High School Newspapers in Texas, Kathy K. Scattergood, M.A. (1979).
16. An Examination of High School Photography Classes Offered as Part of the Regular Curriculum in Iowa, Nebraska, North Dakota, South Dakota and Wyoming, Jeffrey John Stingley, M.S. (1978).
17. Treatment in Selected High School Journalism Textbooks of the First Amendment as it Related to the Rights of Students to Express Themselves in Print, David L. Knott, Ed.D. (1981).
18. A Typology of High School Student Newspapers, Mary A. Freund, M.A. (1981).
19. Legal and Ethical Judgements of High-School Newspaper Advisers on First Amendment Rights, Alice Lois Gagnard, M.J. (1980).
20. The Status of Screen Education in Middle Schools and High Schools in the State of Georgia, Judy Seaman, M.A. (1980).
21. Michigan Class A High School Newspaper Practices and Policies, Mary E. Wutka, M.A. (1980).
22. Reliability and Internal Organization of Scholastic Press Association Critique Services, Nancy T. Davis, M.A. (1982).
23. An Investigation of Student Speech and Press Rights in the State of Washington, Lawrence Edwin Deal, M.A. (1981).
24. First Amendment Rights as Applied to the High School Press, Joyce Helen Gissler, M.A. (1982).

25. Are Arkansas Public High School Newspapers Censored? Myrna Gail Hopkins, M.A. (1982).
26. Northern Illinois High School Newspapers: A Comparison of Format and Design Based on the School's Community, Joseph A. Jungblut, M.A. (1981).
27. A Suggested Course Outline for a High School Mass Media Class, Deborah M. Reynolds, M.S. (1981).
28. The Working Situation of High School Newspaper Advisers in Northern Illinois, Laurie M. Erdmann, M.A. (1982).
29. Qualifications, Duties and Responsibilities of the Secondary Journalism Educator in West Virginia, Kathy L. Weatherholt, M.S.J. (1983).
30. A Needs Assessment of Continuing Education in Journalism for the Secondary Teacher/Adviser in Iowa, Doug D. Whittle, M.S. (1983).
31. Censorship of Missouri High School Newspapers, Laura Beth Widmer, M.S. (1983).
32. An Examination and Comparison of the Present Condition of the Downriver Detroit, Michigan School Press to the Findings of the Commission of Inquiry into High School Journalism, Jon Russell Kauffman, M.A. (1982).
33. A Study of a Journalism Writing Assessment as Tested in Two Iowa High Schools, Donna M. Niday, M.S. (1984).
34. The Effect of Perceptions of Student Press Role and Other Factors on Attitudes Toward Student Press Freedom, Anita Kester Saville, M.A. (1983).
35. Publications Codes and Freedom of the Student Press: A First Amendment Analysis, Debbie Hill, M.A. (1986).
36. A History of the Mississippi Scholastic Press Association, Carolyn Heard McMillin, M.A. (1985).
37. Practices, Management, and Advising of High School Newspapers and Their Ratings in a National Contest/Critique, Thomas Edward Blick, Ph.D. (1986).

APPENDIX C: IHSPA Index by Category, Key Words and Percentage

Category	Key Word 1	Key Word 2	Totals	cat. tot	%
Legal Issues	censorship		6		
Legal Issues	controversial issues		7		
Legal Issues	credibility		0		
Legal Issues	ethics		3		
Legal Issues	legal issues	court - litigation	0		
Legal Issues	legal issues	First amendment	0		
Legal Issues	legal issues	freedom of speech	0		
Legal Issues	legal issues	libel	0		
Legal Issues	legal issues	press rights	5		
Legal Issues	legal issues	Supreme Court	0		
Legal Issues	legal issues		23		
Legal Issues	legislation		11		
Legal Issues	plagarism		1		
Legal Issues	responsibility	student	0		
Legal Issues	responsibility	teacher	0		
Legal Issues	responsibility		1		
Legal Issues	students	responsibility	0		
Legal Issues	students	rights	2	59	7%
Electronics/Technology	broadcast journalism	radio	0		
Electronics/Technology	broadcast journalism	television	0		
Electronics/Technology	broadcast journalism		0		
Electronics/Technology	computers	desktop publishing	4		
Electronics/Technology	computers	literacy	0		
Electronics/Technology	computers	uses in education	0		
Electronics/Technology	computers	word processing	0		
Electronics/Technology	computers		2		
Electronics/Technology	information technology	video yearbooks	0		
Electronics/Technology	information technology		0	6	1%
Professional Media	newspapers	in education	11		
Professional Media	newspapers	newsmagazine	2		
Professional Media	newspapers	page in local paper	1		
Professional Media	newspapers	special editions	0		
Professional Media	newspapers	standards	1		
Professional Media	professional media	relationship with school media	0		
Professional Media	professional media		1	16	2%
Career Education	career development		5	5	1%
Teachers/Advisers	evaluation methods	students evaluating teachers	0		
Teachers/Advisers	evaluation methods	teachers evaluating students	0		
Teachers/Advisers	evaluation methods		0		
Teachers/Advisers	teachers	certification	1		
Teachers/Advisers	teachers	non-journalism	1		
Teachers/Advisers	teachers		4	6	1%
Minority Participation	minorities	involvment in publications	0		
Minority Participation	minorities	recruiting	0		
Minority Participation	minorities	workshops	0		
Minority Participation	minorities		0	0	0%
Role in School	administrators	attitudes	0		
Role in School	administrators	role	0		
Role in School	administrators		1		
Role in School	advisory boards		0		
Role in School	attitude measures	administrator	0		
Role in School	attitude measures	student	0		
Role in School	attitude measures	teacher	0		
Role in School	attitude measures		1		
Role in School	audience	awareness	0		
Role in School	audience	school - community relationship	1		
Role in School	audience		1		
Role in School	curriculum	academic credit	6		
Role in School	curriculum	courses	0		
Role in School	curriculum	education - work relationship	0		
Role in School	curriculum	grading	1		
Role in School	curriculum	tests	0		
Role in School	curriculum		9		
Role in School	curriculum		0		
Role in School	curriculum		0		

APPENDIX C: IHSPA Index by Category, Key Words and Percentage

Category	Key Word 1	Key Word 2	Totals	cat. tot	%
Role in School	elementary education		0		
Role in School	English instruction	National Council of Teachers of English	0		
Role in School	English instruction		0		
Role in School	extracurricular publications		0		
Role in School	junior high	journalism courses	0		
Role in School	junior high	publications	0		
Role in School	junior high		0		
Role in School	local issues		0		
Role in School	principals		0		
Role in School	public relations		0		
Role in School	students	attitudes	0		
Role in School	students		2		
Role in School	textbook	evaluation	2		
Role in School	textbook	selection	0		
Role in School	textbook		7		
Role in School	underground newspapers		0	31	3%
Scholastic Organizations	press associations	headquarters	2		
Scholastic Organizations	press associations	membership	16		
Scholastic Organizations	press associations	national	23		
Scholastic Organizations	press associations	office personnel	7		
Scholastic Organizations	press associations	officers	66		
Scholastic Organizations	press associations	publications	9		
Scholastic Organizations	press associations	regional	0		
Scholastic Organizations	press associations	services	14		
Scholastic Organizations	press associations		20		
Scholastic Organizations	speakers		11	168	19%
SJO Conventions/Workshops	conferences (and conventions)	meetings	2		
SJO Conventions/Workshops	conferences (and conventions)	national	3		
SJO Conventions/Workshops	conferences (and conventions)	retreat	10		
SJO Conventions/Workshops	conferences (and conventions)	seminars	5		
SJO Conventions/Workshops	conferences (and conventions)		79		
SJO Conventions/Workshops	workshops	adviser	0		
SJO Conventions/Workshops	workshops	student	1		
SJO Conventions/Workshops	workshops	summer programs	21		
SJO Conventions/Workshops	workshops		9	130	14%
SJO History	history of journalism		1	1	0%
SJO Awards/ Contests	awards	national	25		
SJO Awards/ Contests	awards		50		
SJO Awards/ Contests	contests	entry forms	0		
SJO Awards/ Contests	contests	judging	6		
SJO Awards/ Contests	contests	national	7		
SJO Awards/ Contests	contests	winners	100		
SJO Awards/ Contests	contests		75		
SJO Awards/ Contests	press associations	awards	7	270	30%
Financial Concerns	advertising		4		
Financial Concerns	advisers	role	5		
Financial Concerns	advisers	salary	1		
Financial Concerns	advisers		12		
Financial Concerns	finances	fund raising	3		
Financial Concerns	finances	grants	1		
Financial Concerns	finances	merchandising	0		
Financial Concerns	finances	needs	1		
Financial Concerns	finances	salesmanship	0		
Financial Concerns	finances	support	0		
Financial Concerns	finances		1	28	3%
High School/University	colleges and universities	journalism majors	3		
High School/University	colleges and universities		3		
High School/University	scholarships		30		
High School/University	research	methodology	0		
High School/University	research		0	36	4%
Publications Production	circulation		0		
Publications Production	literary magazines		2		
Publications Production	newspapers	coverage	1		
Publications Production	newspapers		13		
Publications Production	production techniques	printing	2		

APPENDIX C: IHSPA Index by Category, Key Words and Percentage

Category	Key Word 1	Key Word 2	Totals	cat. tot	%
Publications Production	production techniques		1		
Publications Production	yearbooks	production	4		
Publications Production	yearbooks	sections	0		
Publications Production	yearbooks		13	36	4%
Staff Organization	editorial policies		2		
Staff Organization	editors	editing other students' work	0		
Staff Organization	editors		1		
Staff Organization	recruiting		2		
Staff Organization	staff	handbooks	12		
Staff Organization	staff	management	3		
Staff Organization	staff	recruiting	1		
Staff Organization	staff	relations	0		
Staff Organization	staff	relations	0		
Staff Organization	staff	relations	0		
Staff Organization	staff	relations	0		
Staff Organization	staff	selection	0		
Visual Content	staff		3	24	3%
Visual Content	graphic arts	color	0		
Visual Content	graphic arts	graphs	0		
Visual Content	graphic arts	techniques	0		
Visual Content	graphic arts	visual effects	0		
Visual Content	graphic arts		6		
Visual Content	illustrations	editorial cartoons	2		
Visual Content	illustrations		1		
Visual Content	layout and design		5		
Visual Content	photography		14		
Visual Content	typography		0	28	3%
Verbal Content	captions		0		
Verbal Content	depth reporting		0		
Verbal Content	editorials		7		
Verbal Content	feature stories		7		
Verbal Content	freelance writing		1		
Verbal Content	headlines		1		
Verbal Content	humor	satire	0		
Verbal Content	humor		0		
Verbal Content	interviewing		5		
Verbal Content	investigative reporting		1		
Verbal Content	leads		0		
Verbal Content	news writing		1		
Verbal Content	profiles	obituaries	0		
Verbal Content	profiles		3		
Verbal Content	reporting		2		
Verbal Content	reviews		1		
Verbal Content	sports writing		8		
Verbal Content	story ideas		1		
Verbal Content	surveys	sampling	0		
Verbal Content	surveys		2		
Verbal Content	writing	for publication	7		
Verbal Content	writing	instruction	3		
Verbal Content	writing	style	1		
Verbal Content	writing	writing skills	1		
Verbal Content	writing		6	58	6%
TOTALS			902	902	

APPENDIX D: Key Words for Newsletter Indexing Program

- administrators
  - attitudes
  - role
- advertising
- advisers
  - role
  - salary
- advisory boards
- attitude measures
  - teacher
  - student
  - administrator
- audience
  - awareness
  - school - community relationship
- awards
  - national
- broadcast journalism
  - radio
  - television
- captions
- career development
- censorship
- circulation
- colleges and universities
  - journalism majors
- computers
  - desktop publishing
  - literacy
  - uses in education
  - word processing
- conferences (and conventions)
  - meetings
  - national
  - retreat
  - seminars
- contests
  - entry forms
  - judging
  - national
  - winners
- controversial issues
- credibility
- cultural diversity
- curriculum
  - academic credit
  - courses
    - content
      - communication skills
      - media studies
    - organization
  - education - work relationship
  - grading
  - tests
- depth reporting
- editorial policies
- editors
  - editing other students' work
- editorials
- elementary education
- English instruction
  - National Council of Teachers of English
- ethics
- evaluation methods
  - students evaluating teachers
  - teachers evaluating students
- extracurricular publications
- feature stories
- finances
  - needs
  - support
  - fund raising
  - grants
  - merchandising
  - salesmanship
- freelance writing
- graphic arts
  - color
  - graphs
  - techniques
  - visual effects
- headlines
- history of journalism
- humor
  - satire
- illustrations
  - editorial cartoons
- information technology
  - video yearbooks
- interviewing
- investigative reporting
- layout and design
- junior high
  - journalism courses
  - publications
- leads
- legal issues
  - court - litigation
  - First Amendment
  - freedom of speech
  - libel
  - press rights
  - Supreme Court
- legislation
- literary magazines
- local issues
- minorities
  - involvment in publications
  - recruiting
  - workshops

- news writing
- newspapers
  - coverage
  - Newspapers in Education
  - newsmagazine
  - page in local paper
  - special editions
  - standards
- photography
  - motion pictures
- plagiarism
- press associations
  - awards
  - headquarters
  - membership
  - national
  - officers
  - office personnel
  - publications
  - regional
  - services
- principals
- production techniques
  - printing
- professional media
  - relationship with school media
- profiles
  - obituaries
- public relations
- record keeping
- research
  - methodology
- reporting
- responsibility
  - student
  - teacher
- reviews
- scholarships
- speakers
- sports writing
- staff
  - handbooks
  - management
  - recruiting
  - relations
    - cooperation
    - morale
    - unity
  - selection
- story ideas
- students
  - attitudes
  - responsibility
  - rights
  - thinking skills
- surveys
  - sampling
- teachers
  - certification
- textbooks
  - evaluation
  - selection
- typography
- underground newspapers
- workshops
  - adviser
  - student
  - summer programs
- writing
  - instruction
  - for publication
  - style
  - writing skills
- yearbooks
  - production
  - sections

Appendix E

Collection of Studies Concerned with Secondary School Journalism
Compiled by Committee for Secondary Education Research Division of AEJ

Compiled at Kansas State University, edited by Jan Hedrick

This publication does not carry a publishing date, but I suspect it was published in 1966 because it includes studies from 1923 to 1966

The book consists of a list of studies, primarily survey research, along with one or more paragraphs of summary for each. The booklet is in the Quill and Scroll library and consists of 27 pages.

I coded each of the studies one or two of the same categories used to code the AEJMC Secondary Education Division convention sessions.

1923-66	1974-89	CATEGORIES
6%	4	Established media
1	2	Journalism as Career Education
10	13	Journalism Teachers and Advisers
33	13	Role of Journalism in School
3	10	Scholastic Journalism Organizations
1	0	Financial Concerns
3	3	High School University Interaction
11	6	Publications Production
1	2	Staff Organization and Management
4	10	Verbal Content

The percentages have stayed approximately the same when compared with those from AEJMC sessions from 74-89. Only vast difference is that fewer papers were devoted to defending the role of journalism in the school in the more recent tally.

Year	Author	Title	School	1st Category	2nd Category
1923	Applegate, A. A.	The Newspaper in the Schools	University of Montana	Role of Journalism in the School	Publications Production
1937	Foss, Geneva E.	The Value of Journalism in the High School Curriculum	University of Montana	Role of Journalism in the School	
1948	Peck, George Stafford	A Course of Study in Journalism for Montana High Schools	University of Montana	Journalism and Journalism Education	Role of Journalism in the School
1948	State of Iowa	Journalism in Secondary Schools	none	Journalism and Journalism Education	
1951	Braycich, Joseph N.	Criteria for Improving the Quality of Makeup for High School Duplicated Papers	University of Montana	Publications Production	

1957	Herb, Carol M.	A Study of the Problems Involved in the Advising of Publications and the Releasing of Publicity in Selected Ohio High Schools	Ohio University	Journalism Teachers and Advisers	Role of Journalism in the School
1957	Bower, Betty	Present Status of Yearbooks in Curricula of 128 Representative Secondary Schools in Missouri	University of Missouri	Role of Journalism in the School	Publications Production
1957	Brenner, Donald J.	A Study and Evaluation of the Summer High School Publications Workshop at Ohio University	Ohio University	High School and University Interaction	
1958	Shufelberger, Duane C.	Present Status of Newspapers in the Curricula of 124 Representative High Schools in Kansas	University of Missouri	Role of Journalism in the School	Publications Production
1958-59	Montana Interscholastic Editorial Association of Montana High School Newspapers	School-Mimeographed Papers Display Big Popularity Edge	none	Publications Production	
1959	Hulteng, John L.	A Profile of the Oregon Scholastic Press Member-Adviser; His Role Assayed With Regard to Declining College Journalism Enrollments	University of Oregon	Journalism Teachers and Advisers	
1959	Klein, Glen A.	Secondary School Journalism as Viewed by 400 Missouri Principals	University of Missouri	Role of Journalism in the School	
1959	Hammel Jr. Thomas C.	An Evaluation of Various High School Press Associations	University of Missouri	Scholastic Journalism Organizations	
1960	Harold, Sister Mary	A Survey of Journalism Education in U.S. Catholic High Schools	Marquette University, Milwaukee	Established Media	
1960	Christine, BVM, Sister Mary Ann	A Comparison Between the Standard Eleventh Grade English Course and an Experimental Course in Communications at the Eleventh Grade Level as to Methodology, Objectives and Results in the Teaching of Composition, Research Skills and Interpretation of Period	Marquette University, Milwaukee	Journalism and Journalism Education	Role of Journalism in the School

1960	Hulteng, John L.	A Comparison of the Idaho and the Oregon High School Journalism Adviser	University of Oregon	Journalism Teachers and Advisers	
1960	Morrison, James	A Survey of Qualifications of High School Journalism Teachers in Nebraska	University of Nebraska	Journalism Teachers and Advisers	
1961	Downing, Edna C.	Units on the Study of the Newspaper for English Classes, Grades 7-Publications Production	Maria Sanford High School, Minneapolis	Journalism and Journalism Education	
1962	Dumire, Jane E.	Survey of Journalism in West Virginia's Public Secondary Schools	West Virginia University	Journalism and Journalism Education	Role of Journalism in the School
1962	Zuegner, Charles	A Fifty-State Status Survey of Secondary School Journalism	Creighton University, Omaha	Journalism and Journalism Education	Role of Journalism in the School
1962	Hixson, Richard F.	A Symposium on Scholastic Journalism	Rutgers	Journalism and Journalism Education	Role of Journalism in the School
1962	McClintock, Carolyn Holder	The High School Newspaper As Seen by Administrators and Advisers	Indiana University	Journalism Teachers and Advisers	Role of Journalism in the School
1962	Morelock, Charles F.	Journalism Teaching in Kansas High Schools	University of Kansas	Journalism Teachers and Advisers	
1962	Morelock, Charles F.	Journalism Education in Kansas High Schools: A Study of Courses, Teachers, and Newspapers, and Newspaper Advisers	University of Kansas	Role of Journalism in the School	Publications Production
1962	Blackwood, Jo Lambert	An Analytical Study of the Public Relations Program of the West Virginia Education Association	Ohio University	Role of Journalism in the School	
1962	Naylor, Frank W.	A Survey of High School Press Associations	University of Kansas	Scholastic Journalism Organizations	
1963	La Conto, Robert L.	A Study of the Journalism Programs of Fifty Ohio Secondary Schools	Ohio University	Journalism and Journalism Education	Role of Journalism in the School
1963	Larsen, Mary Joan	A Survey of Journalism in Utah Public Secondary Schools	University of Utah	Journalism and Journalism Education	Role of Journalism in the School
1963	Hixson, Richard F.	Symposium II on Scholastic Journalism	Rutgers	Journalism and Journalism Education	Role of Journalism in the School
1963	Lent, John A. and W. C. Clark	Journalism Study of New York State Colleges and High Schools	Syracuse University	Journalism and Journalism Education	Role of Journalism in the School
1963	Heaton, Ann G. and Gary B. Johnston	A Guide to Activities in Journalism	Utah State University	Journalism and Journalism Education	

1963	King, Yvonne H.	Attitudes Toward Journalism: Journalism Teachers and/or Publications Advisers and Students in West Virginia High Schools	West Virginia University	Journalism Teachers and Advisers	Role of Journalism in the School
1963	Sheetz, Alyce Rogers	A Profile of the Oregon High School Yearbook, Its Adviser, and Staff	University of Oregon	Journalism Teachers and Advisers	Publications Production
1963	Hoppe, Jacqueline Royes	A Study of the Role of Advertising in Meeting Production Costs of Oregon High School Newspapers, 1961-1963	University of Oregon	Financial Concerns	
1963	Davies, Alton L.	A Study of the Status of Journalism and Student Publications in Kansas Junior High Schools	University of Kansas	Publications Production	Role of Journalism in the School
1963	Pettibone, John Francis	An Analysis of Editorial Content in Secondary School Student Newspapers	Ohio State University	Publications Production	
1964	Nichols, Suzanne Young	Journalism Instruction and Activity in Wisconsin Public High Schools	University of Wisconsin	Journalism and Journalism Education	Role of Journalism in the School
1964	Adams, Ezra John	Journalism Instruction in Louisiana High Schools and Colleges	Louisiana State University	Journalism and Journalism Education	Role of Journalism in the School
1964	Johnstone, Katherine Hodges	An Exploratory Study of Student News Bureaus at the Secondary School Level	University of Oregon	Journalism and Journalism Education	Role of Journalism in the School
1964	Baker, Ira L.	Status of the Teaching of Journalism in the Secondary Schools of South Carolina	Furman University, Greenville, South Carolina	Journalism and Journalism Education	Role of Journalism in the School
1964	Hixson, Richard F.	Symposium III on Scholastic Journalism	Rutgers	Journalism and Journalism Education	Role of Journalism in the School
1964	Maxwell, J. William	Journalism Teaching Guide	California State College, Fullerton	Journalism and Journalism Education	
1964	Phillips, George H.	A Guide for the Study of Journalism in High Schools	South Dakota State University, Brookings	Journalism and Journalism Education	
1964	Chairman of the English Department	Journalism Syllabus	Argo High School, Argo, IL	Journalism and Journalism Education	
1964	Perry, Murvin H. and Rex Jackson	Career Guidance Problems in Kansas High Schools	Kent State University and Kansas State University	Journalism as Career Education	

1964	Economy, Niccoletto M.	A Study of the Status of the Yearbook in the Comprehensive High Schools of Kansas	University of Kansas	High School and University Interaction	Role of Journalism in the School
1964	Carter, Joseph C.	Student Newspapers and Magazines in Senior High Schools of the Philadelphia Metropolitan Area	Temple University	Publications Production	
1964	Furman University	Deadlines are Sacred	Furman University, Greenville, South Carolina	Publications Production	
1965	Kennedy, Patrick W.	National Survey of Male High School Students Views of Professional News Reporting	none	Established Media	
1965	Roeben, Joan	Newspaper Promotion Directed Toward Secondary School Students	St. Bonaventure University, St. Bonaventure, NY	Established Media	
1965	Journalism Department of the University of South Dakota	Journalism Instruction and Publications Activity in South Dakota High Schools	University of South Dakota	Established Media	
1965	Freeland, Maude	An Introductory Study of Journalism for Elementary School Children	University of Missouri	Journalism and Journalism Education	Role of Journalism in the School
1965	Boggan, Jack D.	High School Journalism Instruction in Louisiana	Louisiana State University	Journalism and Journalism Education	Role of Journalism in the School
1965	Pearson, George	A Study of High School Journalism in Minnesota with Special Reference to Relationships between Administrators and Teachers and Advisers	University of Minnesota	Journalism and Journalism Education	Role of Journalism in the School
1965	Washington Association of Journalism Directors	Washington State Journalism Curriculum	University of Washington	Journalism and Journalism Education	Role of Journalism in the School
1965	Stewart, Walter	Journalism Course Content	University of Idaho, Moscow	Journalism and Journalism Education	
1965	VanHorne, Glenn	Syllabus in Journalism and Speech (Revised)	Iowa City High School, Iowa City, Iowa	Journalism and Journalism Education	
1965	Wilkerson, Isabell	Materials for Beginning High School Journalists	San Juan Unified School District, Sacramento, CA	Journalism and Journalism Education	
1965	Shannon, Ruby Wehunt	History of the Oklahoma Interscholastic Press Association: The First Fifty Years, 1916-1965	University of Oklahoma	Scholastic Journalism Organizations	

1965	Langley, Roger Richard	Newswriting One: A Programmed Lesson	Syracuse University	Verbal Content	
1965	Rafferty, Keen	Unit on the Straight News Story	The University of New Mexico	Verbal Content	
1966	Brown, Donald E.	How the United States Gets Its News	Arizona State University, Tempe	Established Media	
1966	Wilson, Quintas C.	Attitudes Toward Journalism	West Virginia University, Morgantown	Established Media	
1966	Woodring, Virginia	A High School Course of Studies for the State of Missouri	University of Missouri	Journalism and Journalism Education	Journalism and Journalism Education
1966	Gilmore, Gene	Journalism 308 Timetable	University of Illinois, Urbana	Journalism and Journalism Education	
1966	none	Survey of West Virginia Journalism Teachers and Current Status of Journalism in High Schools in the State	University of Idaho	Journalism Teachers and Advisers	Role of Journalism in the School
1966	Hauth, Louise F.	A Study of Publications Advisers in Small High Schools of Southern Illinois	Southern Illinois University	Journalism Teachers and Advisers	
1966	Lancaster, Harry	Teaching of the Editorial	Highlands University, Las Vegas, New Mexico	Verbal Content	
1966	Atwood, L. Erwin	Attitudes Toward Journalism	University of Iowa	Verbal Content	
none	MacLean, Jr. Dr. Malcolm, Dr. Richard Budd, Dr. L. E. Atwood	An Extended Study of the Communications Patterns and Behavior of High School Students, with Special Emphasis on Comparison of Students with and Without High School Journalism Training and Subsequent Success in College Academic Work	University of Iowa	Role of Journalism in the School	High School and University Interaction
none	Zellmer, Kathleen O'Toole	A Platonic Discourse on News Management	Eastern Senior High School, Washington, D. C.	Staff Organization and Management	